



Australian
INSTITUTE
of SOCIAL
RELATIONS™

diversity

Australian Institute of Social Relations Student handbook

belonging

The Australian Institute of Social Relations
is a division of Relationships Australia (SA)



Relationships Australia
SOUTH AUSTRALIA

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Contact numbers

Reception	(08) 8245 8100
Student records	(08) 8245 8100
Iain Henderson, Manager	(08) 8245 8100
Claire Ralfs, Director	(08) 8216 5200
Judith Cross, Chief Executive Officer	(08) 8216 5200
Course Coordinator (see student information book or prospectus)....	(08) 8245 8100
Relationships Australia Resource Centre	(08) 8245 8111

About the Institute

Welcome to the Australian Institute of Social Relations

The Australian Institute of Social Relations (the Institute) is the training division of Relationships Australia (SA). We are a national skills centre for health, human services and community services education and the largest non-aligned provider of relationships and family support services in South Australia.

Our learning philosophy

The following principles are intrinsic to the Institute's approach to education and learning.

Organisational culture

Organisational cultures that value people and the quality of relationships between people provide the foundation for organisational effectiveness, including learning. Actively shaping organisational culture is part of the workforce development process.

Recognising and valuing diversity

To build relationships of respect requires an ability to both recognise and encourage diversity and differences amongst staff within the organisation. Team work and shared understanding is a vital aspect of a learning culture.

Learning practices

Learning is a process that takes place in many situations and is not restricted to formal training sessions. Actively developing learning practices that suit specific work roles and contexts requires a broad understanding of the ways learning can take place.

Building on strengths

Recognising existing strengths provides a positive framework for the identification of required new skills and knowledge.

Without recognition of existing skills, the introduction of new skills can become a negative experience for the individual involved.

Linking workplace learning to formal training

Clarity about workplace learning practices facilitates the formal recognition of workplace learning. Through the development of explicit learning approaches within the workplace, individual staff can achieve nationally recognised competencies and work towards formal qualifications.

About the Institute



Our values and approaches

The Institute recognises that students bring to the course a variety of relevant skills and knowledge that are often taken for granted. Throughout the course, the Institute's educators will help you to identify, value and share these abilities. We will also work with you to identify skills that are new to you.

Our aim is to provide learning situations and experiences that are relevant to specific learner requirements. The approach we take is to build on the skills and abilities that learners already have, rather than to 'catch learners out' or look for weaknesses.

In these ways we hope that learning will be a two way process where you are encouraged to share your needs and responses with trainers and assessors, and with other students.

Student information

Nationally recognised training

Our nationally recognised training courses and programs are built on a framework of competency based workplace training and assessment, which is an approach that focuses on the skills required to actually do the job. This usually involves both on and off-the-job learning and allows flexibility for the recognition of previous learning and current skills used in your work. In this way we offer both new and experienced workers the opportunity to gain professional recognition of their skills and knowledge.

In addition to whole qualifications the Institute offers clusters of nationally endorsed units of competency and accredited short courses. Through these short training programs, national competency standards can be achieved and combined to gradually build towards a whole qualification.

Educational pathways and qualifications

Students may be enrolled in any of the following nationally recognised qualifications:

- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Vocational Graduate Diploma

Alternatively, students may be enrolled in a single unit of competency, a small cluster of competencies or an accredited course.

In order to obtain a qualification testamur, (Certificate III, Certificate IV, Diploma, Advanced Diploma or Vocational Graduate Diploma), participants must successfully complete all the assessments to meet the requirements for that qualification, which includes employability skills. Employability Skills Summaries for Training Package qualifications can be downloaded from employabilityskills.training.com.au.

Students who are enrolled in a single unit of competency, a small cluster of competencies or an accredited course, and who successfully complete all assessment requirements, will be awarded a statement of attainment for those competencies.

Please note: reissuing of lost or misplaced testamurs or statements of attainment will incur a fee of \$50.00.

Student information

Structured training programs

A range of structured training programs and workshops are provided by the Institute. These vary in duration from one day to several days, for courses that cover single or clusters of competency units, to whole qualifications offered over a year or more. All programs will have an emphasis on the application of learning in the workplace and may include workplace assessment.

The Institute hosts public information sessions and provides course information online, in course information booklets and prospectus so that participants can obtain details of upcoming programs and make an informed decision prior to enrolment.

Recognition

Recognition processes allow students to receive credit for part of a course or a whole qualification. This is a way of acknowledging skills and knowledge previously acquired through formal, informal or non-formal learning and means students may not need to attend classroom training. Terms for recognition include recognition of prior learning (RPL), recognition of current competency (RCC) and credit transfer.

These processes recognise competency no matter how, when or where the learning occurred. For example, students may wish to apply for recognition on the basis of life and work experience, or as a result of having completed other formal or informal learning. The Institute offers a range of such assessment-only processes. Further information is available from the course coordinator.

In order to grant recognition the assessor must be confident that students are currently competent and meet the requirements of the units of competency and qualification within the Australian Qualification Framework (AQF). Evidence of competence may take a variety of forms and may include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient. Students seeking recognition should contact the course coordinator.

Assessment

The Institute offers a range of assessment options. The full details of the assessments required for each course are available from the course coordinator and student information booklet or prospectus for each course or program.

Assessment is based on the collection of evidence of students' skills, knowledge and attributes, as they relate to the requirements of the qualification.

The Institute uses multiple techniques for gathering different types of evidence. This

may include interviews, written questions, direct observation, structured activities, third party feedback, portfolios, and the review of documents or products created as part of the course work. Such processes ensure that evidence is gathered from direct, indirect and supplementary sources to confirm competence.

Each program will generally use a combination of each of these methods.

Enrolment process and course administration

In order to be awarded a testamur (formal certification) or a statement of attainment, students must formally enrol at the Institute.

Students will be required to complete and sign an enrolment form and provide certified photographic identification. Charges vary between course and qualification being undertaken. Further information about courses offered by the Institute is available on line at <http://socialrelations.edu.au/>

Fees

Fees are charged for all nationally recognised training and recognition. Fees are either paid by the individual student or by a workplace as part of an agency or organisation agreement.

Course fees under \$1,000 must be paid up front at time of enrolment. Course fees that exceed \$1,000 require an initial enrolment fee of \$500. This is deducted from the total course costs. Each student is responsible for ensuring that further payments are made in a timely fashion. The fee structure for individual programs varies and these details are to be found within student course information booklets, prospectus or online.

Students post enrolment must complete the course fee document located on the student info page (http://socialrelations.edu.au/en/Global/Header/Student_info.aspx) on the internet.

The options available for paying the remaining balance are:

- Pay in full (credit card/cheque/cash)
- Pay by module/semester (not applicable to all courses). Fees for modules/semesters must be paid in full before a student can commence the next module/semester of the program
- Pay by instalment. An instalment plan can be established in negotiation with the course coordinator and can be flexible to meet your financial circumstance.

Students with fees outstanding will not be issued a statement of attainment or testamur until all fees are paid.

Student information

The following payment methods are currently available:

- Online for initial enrolment payment through Wisenet secure software*
- Credit card/debit card by telephone to Course Administration (08) 8245 8100 or in person at the Institute 49a Orsmond Street Hindmarsh 5007
- Cheque (made out to "Relationships Australia SA") by post to Course Administration 49a Orsmond Street Hindmarsh 5007
- Cash/EFTPOS/cheque in person at the Institute 49a Orsmond Street Hindmarsh 5007.

Financial counselling is available on request for students to support them to meet their financial obligation.

Refunds and cancellations

Full refunds of all fees paid will be issued to students enrolled in a course, module or program cancelled by the Institute. Students withdrawing from a course, module or program prior to commencement will be charged an administration fee of 25% of the enrolment fee.

Students withdrawing from a course after commencement are not eligible for a refund and are liable for the full cost of the course, module, semester or program in which they have previously enrolled. In exceptional personal circumstances, refunds and administration fees can be negotiated. Students who wish to recommence after withdrawing forfeit all fees previously paid and are liable for all course fees.

Students may transfer from and within courses only once. Subsequent transfers will incur an administration fee of \$150 per transfer.

*Please note that this option is only available for for initial enrolment payment. Further payments will need to be made through other methods.

Student records

All students are students of the Australian Institute of Social Relations. All students are allocated a unique student number. The Institute maintains student records, which includes participation records and assessment results. It is important that students notify the Institute of any changes to their enrolment details, such as name, address or other contact details.

Students wishing to access their student record may do so at any stage. Students must contact their course coordinator to set up a mutually agreeable time for this to occur.

Personal details

If a student's address or other personal details change during the period of enrolment they must complete the change of details form located on the student info page (http://socialrelations.edu.au/en/Global/Header/Student_info.aspx) on the internet. It is the student's responsibility to keep the Institute informed of changes to their details. The Institute will not be held responsible for failure to deliver information or records to students if the student has not provided information in regard to any changes.

Participation and progress

The Institute aims to provide high quality learning in which all students and staff can participate safely and effectively.

We will provide students with learning support in the form of handouts, readings, activities, personal guidance and assessment support. Information on students' progress will also be provided and this may include both verbal and written feedback. Students are partners in this learning and are expected to take responsibility for actively participating in discussions, learning activities and following up any questions they have that arise during the program.

All efforts will be made to ensure that students are accepted into the level of program that best suits their learning needs and ability. However, sometimes a student may be enrolled in a program for which they are unable to successfully complete the requirements as specified by the competency standards. If this becomes apparent it will be necessary to discuss the possibility of transferring to a different program, changing qualification, or exiting the course. Availability of these options will depend on the particular circumstances at the time.

Each program or course differs in its requirements of students to complete course work and assessments. Details of these requirements are available from the course coordinator and contained within the student information booklet or prospectus for each course or program.

Students whose training is sponsored or paid for by an organisation should note that the Institute will provide information about their progress to the sponsoring organisation. This may include information on attendance, participation and formative and summative assessment results.

As a participant in an Institute training program you will be encouraged and expected to participate fully in the training and assessment process. You will have group and individual activities or projects which need to be completed and you will be expected to ask questions if you do not understand some aspect of the content being

Student information

covered. However disruptive behaviour, particularly any behaviour which may pose an occupational health and safety risk will not be tolerated and if this occurs you will be removed from the group and where appropriate your employer informed. Before you will be accepted back into a training program a meeting must take place with Senior Institute staff to discuss the unacceptable behaviour and set ground rules for future behaviour for reintegration back into the program.

Timely completion

The Institute requires students to ensure that once they have enrolled in a course or program that all course requirements are completed within the timeframes and due dates outlined for each course or program. Successful completion of modules is generally the requirement for progression into the next module as some competencies are essential pre-requisites for subsequent modules.

Students who do not complete all requirements may not be able to proceed to the next module of a program or course.

Students may at any time negotiate with each course or program coordinator an extension of time to complete their course or program requirements.

Deferral of study

Students may defer studies for up to 12 months, this must be done in writing by completing the deferment form located on the student info page (http://socialrelations.edu.au/en/Global/Header/Student_info.aspx) on the internet. If appropriate a statement of attainment will be issued to students for units of competency that have been completed prior to deferring. Students seeking to re-enrol after deferring will be required to provide evidence that demonstrates currency of skills and knowledge for previous modules completed in a discussion with the course coordinator before re-commencing. Fees might not be maintained at the level of the initial enrolment and will be at the current course cost at the time of re-enrolment.

Issuing qualification testamurs and statements of attainment

Successful completion of all course or program requirements will see either a testamur or statement of attainment being issued. These documents are issued and meet the requirements of the Australian Qualification Framework (AQF) and are formal certification, in recognition that a person has achieved the learning outcomes relevant to nationally endorsed units of competency, qualifications, accredited courses and industry requirements.

Individuals issued with a testamur will also receive a Transcript of Results that identifies the units of competency that have been achieved.

Issuing of a statement of attainment recognises that students do not always study a whole AQF qualification. Individuals issued a statement of attainment will have unit or units of competence achieved recorded on the statement of attainment or on a Transcript of Result. Duplicate copies of a testamur or statement of attainment are available on request at a cost of \$50.00. The replacement will be marked as 'copy of original'.

The Institute is responsible for providing and maintaining records of all testamurs and statements of attainment issued.

Quality indicators and evaluation

Under the Australian Quality Training Framework (AQTF) we are required to collect, use and report on learner engagement and employer satisfaction. This feedback is sought by a Learner Questionnaire which will be distributed either towards the end of your course or after completion in paper form or email to be completed online. Employer surveys are provided to your employer whether or not they have paid for or supported your participation.

You will also be asked to complete an Institute evaluation form after each module is completed. This information is gathered confidentially and is used to improve our processes and learning and assessment materials.

Follow up evaluation post your participation and completion of a program takes place on a yearly basis. The Institute will only contact you if you have given consent. Follow up evaluation seeks to gather information on the influence and long term impact of the program you participated in both personally and professionally. Follow up evaluations are conducted by email and online.

Student feedback

The Institute welcomes feedback from students and employers about any aspect of the program. This feedback can be provided verbally and/or in written form to either the course coordinator or facilitator or Institute manager.

Language, literacy and numeracy

All students will need to learn some new language, literacy and numeracy skills that are specific to their particular job. Your trainer and assessor will provide clear instructions and a qualification or ample opportunities for practice when reading, writing, oral and numeracy tasks are required.

Student information

An initial language, literacy and numeracy assessment will ensure that you will have a reasonable chance of success in your training. It is necessary to identify the level of language, literacy and numeracy skills that you possess prior to your commencement in a program or course.

Some participants may need additional assistance in language, literacy and numeracy, and some may not have sufficient skill to succeed in the training program in which they have enrolled. These students may be referred to a specialist language, literacy and numeracy course or supported within the program.

Our programs and courses provide for the development of the language and literacy skills required within competencies or as learning outcomes of courses and job/work role requirements, at the same time taking into account your individual learning requirements.

To maximise the opportunities for transferability of skills it is important for assessment to be in English where the competency is clearly about the skill of communicating in English. Where the competency is clearly not about an English language skill, then the use of Languages Other Than English (LOTE) in delivery and assessment are appropriate. Such instances will be identified for you by the course coordinator

Student support and facilities

Support

The Institute offers support to all students to increase access to training and achieve successful completion of assessments. This includes flexible training and assessment practices, opportunities to discuss difficulties and needs with the course coordinator and assistance with understanding course materials. We are responsible for maintenance of a safe learning environment for all students and this may mean that individual requirements are balanced against the wellbeing of the student group as a whole.

The Institute offers programs and services which are relevant, accessible, fair and inclusive. We aim to redress past disadvantage and improve the position of particular groups in society which include:

- Aboriginal and Torres Strait Islander people
- People of non-English speaking backgrounds
- People with physical or intellectual disabilities
- Geographically isolated people.

Students requiring assistance with their learning and participation in our programs are supported through:

- Wheelchair access, amenities and designated parking at the Institute
- Translation and Information Service
- Language, literacy and numeracy support
- One-on-one tuition
- One on one intensive student support
- Email and telephone contact
- Use of adaptive technology.

Students requiring further information about these or other support services should contact and discuss their particular need with the relevant course coordinator.

Student support and facilities

Facilities

Students undertaking their course of study at the Institute have access to excellent, modern facilities.

Relationships Australia Library

The Relationships Australia Library is located at the Institute.

Joining the Relationships Australia Library is free for students who are currently enrolled at the Institute.

The Relationships Australia Library is open from 9.00 am to 5.00 pm on weekdays. Staff can be contacted at these times on (08) 8245 8111 or contacted via email at: library@rasa.org.au



ort and facilities

Student common room

The student common room is located next to training room five. Full kitchen facilities are available, including a refrigerator and microwave. Tea, coffee and biscuits are provided.

Car parking

Car parking for students is provided on the grounds of the Institute. Additional parking is available on nearby streets, in the centre of Port Road and at the Entertainment Centre a short walk from the Institute.

Designated smoking areas

Designated smoking areas are provided for students. Smoking is not permitted inside the building or any other area. Please check with the course coordinator for more information.

Our policies and shared behaviours are the guiding principles by which our services are provided.

Policies and procedures

Child Safe – working with children and vulnerable people

The Institute does not provide education, training and assessment to any person under the age of 18.

The Institute is committed to ensuring that all services and facilities ensure the safety and well-being of children and young people. The Institute, in fulfilling its obligation to children and vulnerable parties, conducts a criminal history assessment on all trainers and assessors employed within its programs.

As a student working toward a full or partial qualification your employer or future employer will need to conduct a criminal history assessment on you if you are working or volunteering with children. Attainment of a qualification or statement of attainment does not exempt you from this process.

Complaints and appeals

This is the expression of dissatisfaction with any part of the process, system, product or service provided by the Institute. It can be either written or verbal and be delivered by the student themselves or through a third party.

The Institute will ensure that students have access to a fair and equitable process for dealing with complaints. The Institute will provide an avenue for students to appeal against assessment decisions, which they believe to be unfair and which affect the student's progress.

Every effort is made by the Institute to resolve students' complaints. The reference person for such matters is the Manager. See page 2 for the telephone numbers of people to contact.

About the grievance process

Students who wish to dispute assessment results or who have a complaint about the assessment process or program are encouraged to raise their concerns with the assessor or course coordinator in the first instance. If this is not possible or does not resolve the issue, the next step is to lodge a written appeal to the Director / Manager.

The Director / Manager will gather relevant information in relation to the grievance appeal. This may include interviewing relevant individuals and convening an independent panel if necessary.

The Director / Manager will then provide a written response to the complainant. In the event that these internal processes do not resolve the issue, a formal complaint can be submitted by contacting the Office of the Training Advocate.

Summary of procedure for complaints or appeal

Raise the issue with the relevant trainer. If unresolved follow the next steps.

- Lodge written appeal or grievance with the Director / Manager at Relationships Australia (SA)
- The Director / Manager will gather information to make a decision regarding the grievance or appeal
- The Director / Manager will provide a written decision regarding the grievance or appeal to the learner.

If all these have been exhausted, approach the Office of the Training Advocate for further advice on 1800 006 488, GPO Box 320 Adelaide 5001.

Disciplinary Action

Students whose behaviour is interfering with the promotion of a comfortable and positive learning environment or who may be endangering the safety of their classmates or the safety of Institute trainers and assessors will be disciplined.

The following disciplinary continuum will be followed:

- Level 1 Student is issued with a verbal warning and the incident is documented on their student file
- Level 2 Student is issued with a written warning with documentation maintained on student file
- Level 3 Student is offered counselling and support in an attempt to resolve the problem or issue with documentation maintained on student file
- Level 4 Student is asked to leave the course and is provided with the opportunity to attend another course at a later date after attending counselling and support with documentation maintained on student file
- Level 5 Student is asked to immediately leave the course and is not given the opportunity to attend another course with documentation maintained on student file.

The Level of disciplinary action will be relevant to the risk factor and behaviour. For example;

- a disruptive student in the first instance would be disciplined according to Level 1
- a student persisting with disruptive behaviour after a verbal warning will be disciplined according to Level 2
- a student impacting other students' physical or psychological safety by their words or actions will be disciplined according to Level 3

Policies and procedures

- a student who endangers their own or others safety will be disciplined according to Level 4
- a student who intimidates and or threatens another person will be disciplined according to Level 5 immediately. Refunds are not available to students, in accordance with our Refund Policy, once they have commenced training.

The Institutes relevant polices and procedures are available on the student info page: http://socialrelations.edu.au/en/Global/Header/Student_info.aspx

Policies and procedures are our organisations documentation of our strategies to manage our key determinants of quality. We encourage you to become familiar with these polices and procedures that cover

- Sexual harassment
- Occupational Health and safety
- Confidentiality and privacy
- Information for Students on placement.

Polices and procedures are regularly reviewed and may change during your period of enrolment. Major changes or alterations to policies and procedures that affect you will be conveyed to you by the course coordinator.

Training code of practice

The Institute of Social Relations, as a Registered Training Organisation, has signed a training code of practice that ensures the interests of students and quality outcomes are maintained.

This code of practice provides the basis for good practice in the marketing, operation, financing , administration and health, safety and welfare of education and training services by the Australian Institute of Social Relations, a Registered Training Organisation registered in South Australia by the Accreditation and Registration Council.

For the purposes of this code, 'trainee' refers to any person participating in education or training delivered by this organisation. A 'client' is a person or organisation who may enter into a contract with the registered training organisation for the delivery of education and training services.

1. Provision of Training and Assessment Services

Our organisation has policies and management practices which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of trainees and/or clients.

Our organisation maintains a learning environment that is conducive to the success of trainees.

Our organisation has the capacity to deliver and assess the vocational qualifications for which it has been registered, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of trainees.

Our organisation monitors and assesses the performance and progress of its trainees.

Our organisation ensures that teaching staff are suitably qualified and sensitive to the cultural and learning needs of trainees, and it provides training for our staff as required.

Our organisation ensures that assessments are conducted in a manner that meets the endorsed components of the relevant training package/s and/or accredited courses.

Our organisation is committed to access and equity principles and processes in the delivery of its services.

2. Issuance of Qualifications

Our organisation issues qualifications and statements of attainment to trainees who meet the required outcomes of a qualification or unit of competency, in accordance with the Australian Training Qualifications Framework (AQTF) implementation handbook.

Our organisation engages with relevant industry representatives to evaluate our training and assessment services. This ensures that our graduates hold the required skills and knowledge to the standard of performance required in the workplace.

Our training and assessment strategies are developed in consultation with industry to ensure that they are relevant to industry needs. Where training occurs in the workplace, evidence of the trainees' performance will contribute to their assessments.

Our training and assessment staff continuously engages with industry to ensure their knowledge and skills reflect current industry practise.

Policies and procedures

3. Individual needs of Trainees

Our organisation recognises the AQTF qualifications and statements of attainment issued by other RTOs.

Our organisation recognises that the trainee may hold skills and knowledge that are relevant to their course outcome. We will assist the trainee to gain recognition for these skills and knowledge through a process of Recognition of Prior Learning (RPL).

Mutual recognition obligations are reflected in our organisation's policies and procedures and information to staff and clients.

Our organisation will offer learning and assessment services that as far as practicable meet the trainees individual learning needs. We can tailor the trainees training program to meet their needs and offer a range of learning and assessment resources.

4. Marketing of Training and Assessment Services

Our organisation markets and advertises its products and services in an ethical and accurate manner.

Our organisation gains written permission from a trainee or client before using information about that individual or organisation in any marketing materials.

Our organisation accurately represents recognised training products and services to prospective trainees and clients.

Our organisation ensures trainees and clients are provided with full details of conditions in any contract arrangements with the organisation.

No false or misleading comparisons are drawn with any other training organisation or qualification.

5. Financial Standards

Our organisation has measures to ensure that trainees and clients receive a refund of fees for services not provided, including services not provided as a result of the financial failure of the organisation.

Our organisation has a refund policy that is fair and equitable and this policy is made available to all trainees and clients prior to enrolment.

Our organisation ensures that the contractual and financial relationship between the trainee/client and the organisation is fully and properly documented, and that copies of the documentation are made available to the trainee/client.

Documentation includes: the rights and responsibilities of trainees, costs of training and assessment services and issuance of Qualifications, payment arrangements, refund conditions and any other matters that place obligations on trainees or clients.

6. Provision of information

Our organisation supplies accurate, relevant and up-to-date information to prospective trainees and clients.

Our organisation supplies this information to trainees and clients prior to enrolment and regularly reviews all information provided to ensure its accuracy and relevance.

7. Recruitment

Our organisation conducts recruitment of trainees at all times in an ethical and responsible manner.

Offers of course placement is based on an assessment of the extent to which the qualifications, proficiency and aspirations of the applicant are matched by the training opportunity offered.

Our organisation ensures that the educational background of intending trainees is assessed by suitably qualified staff and/or agents, and provides for the training of such staff and agents, as appropriate.

8. Support Services

Our organisation provides adequate protection for the health, safety and welfare of trainees and, without limiting the ordinary meaning of such expression; this includes adequate and appropriate support services in terms of academic and personal counselling.

9. Grievance Mechanism

Our organisation ensures that trainees and clients have access to a fair and equitable process for dealing with grievances and provides an avenue for trainees to appeal against decisions that affect the trainees' progress. Every effort is made by our organisation to resolve trainees'/clients' grievances.

For this purpose, our organisation has a grievance policy where a member of staff is identified to trainees and clients as the reference person for such matters. In addition, the grievance mechanism as a whole is made known to trainees at the time of enrolment.

Policies and procedures

Where a grievance cannot be resolved internally, our organisation advises trainees and clients of the appropriate body where they can seek further assistance.

10 Record Keeping

Our organisation keeps complete and accurate records of the attendance and progress of trainees, as well as financial records that reflect all payments and charges and the balance due, and provides copies of these records to trainees on request. These records are managed to maintain confidentiality and will not be divulged to third parties unless authorised by the trainee or under law.

11 Quality Control

Our organisation is committed to continuously improving the services it offers and will seek feedback from our trainees and clients on their satisfaction with services they have received and seeks to improve its services in accordance with their expectations.

Our organisation is a Registered Training Organisation (RTO) that is authorised under legislation to offer nationally recognised training. We ensure that at all times our operations comply with relevant legislation and national registration standards.

Other relevant contacts

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
www.asqa.gov.au

The Department of Further Education, Employment, Science and Technology (DFEEST) reflects and supports the Government of South Australia's priorities of sustaining a vibrant economy and socially inclusive community by developing the state's workforce, skills base and lifelong learning opportunities, and by building the research and innovative capacity of South Australia.
www.dfeest.sa.gov.au

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12 Health, safety and welfare

Our organisation is committed to principles of access and equity and will not unlawfully discriminate against clients. The obligations we place on our staff and students are to protect their health, safety and welfare and ensure as far as possible that learning experiences are positive and free of discrimination or harassment.

Signed: Judith Cross, Chief Executive Officer, Relationships Australia (SA).

Dated: December 2011

t contacts

Your single point of access to the vast range of vocational education and training information, products and services in Australia is www.training.com.au

TGA is the database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users. www.training.gov.au



Australian Institute of
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