

ACHS Policies and Procedures



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The policies contained in this document form part of the conditions of enrolment.

Privacy Policy

As your trainers and coaches we are committed to providing the highest level of support to our students. This includes protecting your privacy. As part of our support and service to you, we are eager to adhere to the principles set out in the Health Privacy Principles Vic and Federal Privacy Act communicating to you the steps we take in protecting your personal information.

Your Personal Information

We keep your personal information for contact reasons, so we ask for your name, address, email address and phone numbers as well as other details. We request that you inform us promptly in the event of any changes occurring for you with this information. We also ask you to correct any information with us that you may find incorrect in your own records.

If Counselling is involved in the work we do together we may record further information such as marital status, number of children if relevant, gender and ages. Any other records kept are minimal and only relevant to the support you are seeking as either a client or student or both. For example this may include goals you are working towards.

How we collect your personal information

Any information we collect is from you or on occasion if information is collected from another party (E.g. Funding agency) it is with your consent first.

How information is used

All records are stored safely and are secured for complete confidentiality according to the requirements of the Health Privacy principles Vic and the Federal Privacy Act. For those opting for a payment plan, relevant information from your application will be passed on to our payment provider (Ezidebit). Students are advised that this is the case on the enrolment form and is only usually necessary when a student is making payments with a credit card or has signed up for a payment plan.

Who has access to your information?

You have access to your own information and can request this at any time. Unless you have given written and signed consent for this information to be given to another such as another professional or family member you are the only one who is able to access this information. Information may be disclosed beyond these previously mentioned circumstances only if

- The Centre is legally obliged to
- There are concerns equal to mandatory reporting requirements.

Where information may be shared.

In a training context, e.g. in any training course offered by ACHS.

Coaches and Facilitators may share student work and information under the following circumstances:

Coaches or facilitators receiving professional supervision by a supervisor may share information with their supervisor relevant to the support they require in handling specific student issues.

Coaches or facilitators may have access to student records where it is necessary for them to support the student.

Supervisors may read student work whilst the coach is in training, or randomly check a coach's work after a coach has been fully trained. This is for training purposes only and to ensure the student is receiving the best support possible.

Supervisors may listen to recorded coaching calls for training and quality control purposes only; to ensure the student is obtaining the best learning experience possible. Students will be advised if the trainer wishes to record a call.

Student details provided on their enrolment form including their photo, full name, email address, phone number etc. will be provided to the student's coach and student administration so that practical and necessary contact may take place between the coach and student.

Please note that supervisors have completed extensive training in Holistic Studies and coaching training and are highly sensitive and compassionate in their approach to student care. All information is treated with utmost respect and sensitivity.

Coaches are required to facilitate the exchange of contact details between students in order for students to complete Session 6 on Skype with their buddy. Students will be allocated a buddy and informed of this information exchange at the time.

Enrolment and Payment Procedure

Enrolments

The following steps outline the procedure for applying for enrolment at the Australian Centre for Holistic Studies. We take enrolments throughout the year.

1. Read and complete the online application form for the course you are enrolling in.
2. Enrolment is complete on receipt of completed enrolment form and upfront payment (or first payment in relation to a payment plan). For assistance please phone 03-9807 4889.
3. Students have 21 days to inspect the first session and meet their coach. If they wish to withdraw within 21 days of enrolment they may do so with a partial refund of fees. After this time, no refunds will be issued.

Payments

1. Should a student dishonour a payment on their payment plan, they will need to contact the school immediately to arrange another payment. If they fail to do this, their standing in the course will be jeopardised.
2. Students paying on an EziDebit payment plan will need to ensure that sufficient funds are available in their account when scheduled payments are due.
3. Students are required to advise ACHS immediately should their bank or card details change.
4. If a payment is missed for any reason, the student will receive an email and/or SMS notification that a payment has been dishonoured. Students are required to contact the ACHS office immediately by phone 03-9807 4889 or email info@holisticstudies.com.au and advise when the payment can be deducted (within the next 7 days). EziDebit applies a dishonour fee to their account.
5. If 3 or more payments are dishonoured then the school reserves the right to recommend that the student withdraw from the course.
6. If a student does not co-operate in fulfilling dishonoured payments, then the student may be suspended from the course in which they are enrolled.

Deferrals, Withdrawals, Cancellations & Refunds Policy

This policy comes into effect upon application for enrolment and includes applications for waitlisting and scholarship students.

If ACHS denies an application or withdraws a student based on an incomplete application, missing payment or incomplete documents, the relevant financial and academic penalties apply.

Managing the learning experience

Because our goal is to optimise the effectiveness of your training experience, and also run financially viable courses, it is important that late enrolments for retreats and withdrawals from courses are avoided.

The student's coach will encourage them to prepare themselves for routine ongoing study which in turn provides them with ongoing support in achieving their goals. ACHS aims to provide all students with an excellent development experience. This is best achieved with each student clearly allocating weekly study time. To this end we have created the following supports:

1. Student Support Policy (detailed later in this document) that provides structure and deadlines to keep students moving along in the course at a pace which will see them being able to complete the course within the maximum time frame.
2. ACHS sends regular motivating emails to students as part of the school's commitment to helping students complete their studies. It is the student's responsibility to ensure that they are able to receive these emails by advising ACHS of changes to their email address or if they are unable to receive the emails for any reason.

Withdrawal and Refund Policy

Once a student enrolls with ACHS they are entitled to a 30 day cooling off period from the date of completion of their enrolment form, in which they may assess the course material for Session 1, receive their textbook and meet their coach on Skype. After 30 days, the student's enrolment is deemed complete and refunds will no longer be issued. In this cooling off period, students may withdraw and receive a full refund minus any costs incurred by ACHS such as an enrolment administration fee, the cost of their book and Set up call and any sessions received regardless of whether they have been completed, Ezidebit fees (and anything else deemed fair and reasonable costs by ACHS administration).

For students on a payment plan, the same conditions apply however the payment plan must continue until all financial obligations are met for the student to date.

1. After the cooling off period, no refund is available for a withdrawal from study regardless of payment method, unless documentary evidence can be provided (such as Medical Certificates or psychological reports) of special and serious circumstances e.g. death of family member, serious illness or hospitalization, psychological trauma etc. Each case will be considered individually and should be applied for in writing where students believe they may be eligible. In the first instance students should consider the option of deferral or extension.
2. If a student has not completed their payment plan when they withdraw from a course at any time, then the payment plan must continue until such time as the financial obligations of the student to ACHS are met. This means paying in full for any course sessions or electives for which course material has been sent (regardless of whether that session/elective was completed or the coaching call conducted), and meeting costs incurred by ACHS including set up call, books, enrolment administration fees and other fees as advised by the centre's administration. Once a student's withdrawal is received, the student will be advised if their payment plan has not yet met their obligations. If the payment plan has surpassed the obligations, then the payments will be cancelled, and no refund issued for moneys received.
2. All training materials, regardless of whether the work has been completed by the student, or the coaching call attended, are to be paid in full. Coaching/tutoring, workshops and retreats that have already been completed are also to be paid for in full.
3. Students who accept their offer and subsequently decide to withdraw from the course must notify ACHS in writing. An enrolment fee may be applicable.
4. Any outstanding moneys due to the school and any applicable costs or charges that may be levied by their bank for receipt of moneys refunded will be deducted from the refund if a refund is granted under special circumstances described above.
5. Refunds will be reimbursed by bank transfer or International money transfer (additional fees apply for International Transactions.)
6. Where a payment or an International money transfer is sent to a person, institution or sponsor nominated by the student, the school shall be deemed to have discharged any obligation it may have in relation to refund of the fees to the student and accepts no responsibility for the Student not benefiting from such refund of fee.
7. The student agrees to repay to ACHS any payments credited to the student in error. ACHS reserves the right to set off the amount of any overpayment made in error against any liability (including any future debt) owing to ACHS by the student.
8. All courses, workshops and retreats are seen as complete and self-contained personal development and communications training courses. A refund for these units is unobtainable if the student is unable to qualify for entry to Diploma level courses or is unable to reach competencies required for Certificate level.
9. No refund is made to a student who withdraws from a course and who then subsequently enrolls for a future course.

10. Where a student has enrolled in a number of courses offered by ACHS, the terms and conditions signed by the student at the time of their first application shall remain binding.

11. Any refunds approved by ACHS will be paid to the student within 4 weeks after receipt of a written claim from the student, unless agreed otherwise by both parties.

12. Refunds will be made if ACHS defaults in providing live events such as workshops or retreats where the event is cancelled. There will be an option for a refund if a live event is postponed.

13. Where a student has failed to meet the course requirements or competencies, they will be placed in another appropriate program which meets their learning needs and offered additional tuition (this will incur additional fees). A refund is not available for students who have for any reason not attended classes, not maintained contact with ACHS during their course time and have not applied for a deferral. Similarly, students who have not been able to meet competencies for any reason are not entitled to a refund of fees.

14. Student may not withdraw from a course or apply for a refund for special circumstances after their course time has expired.

15. Once the student has withdrawn from a course more than once, ACHS may, at their discretion, refuse to offer a place to the student for a third time.

16. No refund of the tuition fees thus far received will be given in cases where an applicant decides to withdraw from the program to take up another course offer at another institution.

17. No refund of the tuition fees thus far received will be given to a student whose visa has been cancelled by the Department of Immigration and Citizenship (DIAC) due to a breach of a condition of their student visa.

Retreats

A student may not withdraw from a retreat within 30 days of the event commencement date. In such cases the student will be liable for the accommodation cost.

A student will be liable for the full cost of the retreat, should they withdraw up to 14 days before date of commencement.

Student Deferral

1. Written notice must be given of student deferral via the Deferral and Extension form provided on the student login page. A deferral or extension may be required if the student cannot complete the work in the maximum specified time frame for the course they are enrolled in.

2. Due to the experiential and developmental nature of this course, students may be asked to complete further study where additional material has been added to the course during their absence and therefore additional fees will apply.

3. Every deferral and/or extension incurs a standard fee and maximum deferral and extension periods apply. (See Deferral/Extension form on login page for current fees and maximum time periods).

2. This is not a deferral/extension of fees and payment in full is required as originally agreed.

3. Deferral will incur additional fees for administration, additional tutor support and any increase in fees upon re-entering the course.

4. Original completion periods still apply for total time of active enrolment.

Applications for Deferral

5. Applications for deferral will be accepted on the grounds of illness, hardship, bereavement, having a baby, serious injury that requires rehabilitation and physiotherapy, overseas travel (if this was booked prior to enrolment).

6. Being enrolled in multiple courses or time to complete another course is not considered an acceptable reason for deferral.

Applications for Extensions:

7. If applying for an extension, the student will need to be at a reasonable place in the course to realistically be able to complete their studies within the extension time. Again, acceptable reasons for extension may include personal hardship, illness, bereavement, family issues, injury or major or unexpected life events.

8. Payments for extensions or deferrals can be made via internet transfer or via the PayPal button at the bottom of the student login page.

Student Support Policy

So we can help you get the most out of your study experience we have a CGMT Session Support Policy. We all need a bit of structure to clarify our vision and pathway to reach our dreams. This support is designed to keep you on track with your studies and have the best chance of reaping the wonderful benefits that your personal potential can bring.

You will receive individualized coaching after your set up call – starting from Session 1.

In your initial set up call you will:

1. Devise a study plan with your Holistic Studies Coach which will set you on a path of potential towards your goals in the most efficient and achievable time frame.
2. Record desired goals.
3. Together with your Holistic Studies Coach you will make agreements related to study times, session submission frequency and times and coaching appointment times and these will be recorded.

We are flexible and understanding and want you to achieve and reach your fullest potential. This is why we customize your study timetable with you to suit your current lifestyle and commitments. You have the option to change this schedule (by changing a call time or submission date) up to 3 times during the course without a fee charged. In order to complete the course in the allowed time, students require a consistent application in day to day life from the outset. Therefore in relation to keeping up with coaching calls the following support policies apply:

1. If a scheduled call is missed without 24 hours' notice to your Holistic Studies Coach a \$35 fee will apply. This must be paid via the Missed Call and Rescheduling Button on the CGMT login page before the next call takes place. Forward the receipt to your coach so they know it is paid and they can reschedule your call.

This fee covers the Holistic Living Coach's time and admin costs of rescheduling.

2. Please remember that in order to have a scheduled call the Coach needs to receive your completed Response Sheet a minimum of 7 days prior to the scheduled call. Late submission of work may mean a rescheduling of your coaching call time and the use of one of your 3 free reschedule allowances.
3. If a scheduled call is missed with more than 24 hrs notice to your Holistic Studies Coach, then you can use one of your 3 free reschedules.
4. After 3 calls have been rescheduled with notice; any additional rescheduled calls will incur the same \$35 fee. This must be paid via the Missed Call and Rescheduling button on the student Login page before the next call takes place. Forward the emailed receipt to your coach so that they know it is paid and can reschedule your call.

5. If a session is 24 hours late a reminder email will be sent to you. Please reply immediately and arrange a delivery date of the late session. If this is within 24 hours, you may be able to keep the original Skype appointment (depending on the Holistic Studies Coach's schedule). If it is going to be later than 24 hours, the session will need to be rescheduled and this will count as ONE reschedule each time an appointment is changed.

a) If a session becomes 4 weeks late from the due date (regardless of reschedules made or missed) a Deferral request form will be emailed to you to put your course on hold should you choose to. (Reminder: if you choose to remain on your current schedule and miss further calls or reschedule again beyond your 3 free reschedules you will be charged the reschedule fee.)

Deferral is easy and also has some conditions to keep us all on track. See the deferral section (page 6-9) for details on deferral.

We highly recommend the following ways of supporting yourself through the sessions:

1. That you have an email address for course correspondence with your coach that is accessible from computers other than just your own, in case your computer is out of action for any reason during the course.

2. That you have a USB stick for downloading Response sheets from other computers in the event that your computer is not active. (This is also a nice way to set boundaries for yourself if you share your computer by keeping your Response sheets private and secure.)

Please note it is not worth rushing a session the day before it is due. This course teaches using Holistic Learning Methods not traditional intellectual learning. It is evident to coaches when a student moves through a session holistically and is applying the principles of "Meditation in Action". However, this can be a challenge and your Holistic Studies Coach understands of this fact. Please note that in order to be prepared for running groups and teaching meditation, work must not be rushed.

Assessment Policy and Procedure

Due to the nature of the courses being non-traditional, ACHS use a variety of assessments.

1. Formative Assessment through session activities, written session responses, meditation log books, recordings and student participation in retreats and Skype coaching.
2. Summative Assessment through video assessments.
3. Competency based assessments such as audios and case studies are used to allow the student to demonstrate competencies and show applied learning.
4. Non-traditional work such as Meditation/Workshops/Retreat experiences requires non-traditional methods of assessment where relevant. Attitudinal assessments are conducted by trainer evaluation upon completion of each experience.

The Competency given for a session or elective is based on the total assessment of the work set for that session and the satisfactory completion of all questions in that session or elective.

General Notes on Assessments

1. The number and nature of assessments may vary according to the session and course.
2. Students must complete all assessment tasks for a course (i.e. all activities in their sessions to a satisfactory standard) before they can be given a final grade.
3. Where word number is specified, the number of words in an assignment should normally be no less than 10% below the number set.
4. Responses must be typed into response sheets provided unless prior arrangement has been made with and agreed to by tutor/coach or supervisor. Scanned or photocopied handwritten responses will not be accepted.
5. Students are expected to maintain a regular study program completing sessions no more than a month at a time unless prior arrangement has been made with the tutor/coach or supervisor or deferral has been arranged. This means allotting the required time to the course work and to yourself.
6. Sessions submitted outside this average are considered overdue assignments. They require an application for an extension when time elapsed has been over 2 months. Where an extension has not been granted and assignments submitted after the agreed extension the work may not be considered for assessment.

7. All students are expected to behave ethically and honestly in undertaking assessment requirements.
8. All assessment items are compulsory except where specified (e.g. Meditation for Wellbeing program).

ACHS operates with the following grading system (adopted in 2008)

Grade

S (Satisfactory) on all competencies Accredited Diploma or Certificate standard Pass

And all course requirements met.

U (Unsatisfactory) on any competencies or

Course requirements not met. Certificate of Attendance– Not Competent

Plagiarism

Plagiarism is the unacknowledged use of written material by other people or unacknowledged reworking of previous writing of your own.

1. The nature of this course is such that your own experiences, thoughts, feelings and insights are a major part of the basis for your learning. It is important to explore these aspects of self in the course. Hence if writing from another is used, students are to give credit for this work.
2. All sources of ideas used in assignments must be referenced.
3. If a trainer finds plagiarism in an assignment, she will document the plagiarism for the student and return the assignment for reworking and resubmission.
4. Should the second attempt at the assignment contain any plagiarism, this will result in an automatic fail on that assignment. Moreover, once one incident of plagiarism has been documented in the ACHS student records, any further incidents in any assignment submitted to ACHS will result in an automatic fail of that assignment.

Cheating

Including:

Bringing unauthorised material into assessments

Not following assessment guidelines

Communicating with others during an assessment

Reading the work of another candidate during an examination
Substitution of papers in an examination
Using a meditation written by someone else
Reading their meditation from a script
Or, attempting to do these things.

Other Conduct

Such as:

Presenting work that has already been submitted for assessment elsewhere.
Fabricating or falsifying data, results, or sources of information.
Presenting the result of collaboration with another student as one's own work.
Disrupting an event, group call or coaching call by inappropriate behaviour. (See Student Conduct Policy)

Assignment Submission

1. Sessions to be emailed to your coach prior to or on set submission date and a minimum of 7 days prior to coaching call date.
2. Assignments, tests and any other tasks specifically for assessment only to be emailed to Your trainer/supervisor for that task. Details will be provided.

Assignment Resubmission

Assignments, tests, videos and session activities may be resubmitted for grading at the discretion of the trainer. However the following regulations apply:

1. Where a paper/audio/video does not conform to the assignment requirements on form and content and where the paper has not been graded, a student may resubmit once without prejudice.
2. Where a student resubmits a task which has been graded, and where written comments have been given by a lecturer, such a paper can normally receive a maximum grade of 60%.

Event Attendance: Retreats, workshops, intensives

Students are expected to attend all scheduled classes. Three or more absences from a course will jeopardise the student's standing in the course. Students are expected to be on time or early for all events.

All apologies for non-attendance should be forwarded by email to the trainer. Notification by SMS is not acceptable except in the case of an emergency. Students should also inform trainers if they know in advance of their absence.

Students who wish to achieve accredited standard for courses must have an attendance record of 100%. Students will need to consult trainer for work missed and catch up classes. (At extra cost to student).

Incomplete Work

Any work not completed by the due date must be completed, with the permission of the trainer within the time frame specified for the course. (This time frame includes electives).

Certificate in Guided Meditation Teaching—14 months from enrolment/start date (in case of delayed start)

Advanced Certificate in Guiding and Teaching Meditation—16 months from enrolment/start date (in case of delayed start)

If a course is still incomplete after this extension of time, it shall be classified as incomplete (Not Competent) unless a written deferral or extension application and payment has been submitted at least 2 weeks prior to the maximum time frame for study completion.

Sessions will not be accepted if partially incomplete unless the student is not seeking a qualification and is completing the course for personal growth only.

Repeated Not Competent Assessment Results

If a student is not competent for the same assignment, test or course twice, the student is not eligible to enrol in that unit again. In those cases in which the unit involved is a core unit, the student is normally not eligible to continue in the nominated course.

Supervised Unit

When a unit is not available on the application for enrolment form, students may seek permission to undertake the unit as a 'supervised unit'. The unit is arranged by negotiation with the trainer. In this mode, students are not involved in classroom sessions but meet regularly with the lecturer, working through the unit content as outlined in the unit syllabus. Additional costs will apply.

Supplementary Examinations

Supplementary examinations or supplementary work may be allowed in case of failure by a student in an individual course. Normally this would involve recommendation by the trainer. The highest grade for the successful completion of a supplementary program is normally 60%. Additional costs will apply.

Termination of Tuition

Tuition may be terminated if students do not attend for at 100% of the contact hours scheduled for retreats or coaching calls as required. Tuition may also be terminated if students do not maintain a satisfactory academic standard during the course or if course requirements are not met.

Assessment requirements vary for individual courses and are outlined in detail in the Welcome Pack, in the final sessions of the course and in the information sent to the student by the assessor.

Course Requirements

Advanced/ Certificate in Guiding and Teaching Meditation

In order to achieve full competency, students are required to do the following:

1. Complete all core coursework sessions 1-8, to a satisfactory standard deemed by their coach (including any requested re-submissions and coaching calls).
2. Complete their video assessment task to a satisfactory level on all competencies.
3. Complete their case study sessions to a satisfactory standard including any requests for additional audio/video recordings or transcripts.
4. Pay an outstanding monies due to the school including: deferral or extension fees, course fees (including full payment plan amounts), call rescheduling fees, additional coaching fees if required or elective fees as applicable.
5. Be deemed competent and complete in their electives by their individual coaches. (Have completed all coaching calls and coursework)
6. Display a working and applied understanding of the 11 Attitudes covered in Session 1 of the course work.

Interactive work with other students

Some sessions require students to interact with other students in order to complete the session. It is imperative and part of the student conduct policy for students to:

1. Stick to the agreed times that they have arranged with other students.
2. Keep up to date with work through these sessions so that students are mindful of not holding each other up with moving forward.
3. We will do our best to match you with a buddy in a timely way for these sessions. If you are required to wait, then completing an elective is a great use of your time.
4. If a buddy is not available when needed, we may be able to place students in a group of 3. This is a fantastic opportunity to study in a small group and prepare oneself for working with larger groups.
5. Please complete all work in manuals according to proper instructions. That means conducting live meditations with each other. Pre-recording and sharing of material is not permitted and students will be in infringement of the school's conduct policy should they do this. This will result in having to repeat the session at an additional cost.

Course Time Limits

As explained in the Course Prospectus and Welcome Pack there are maximum time limits applicable to all courses. Here is some more detailed information about possible scenarios:

1. Certificate in Guiding and Teaching Meditation – Maximum time frame – 14 months (including 1 elective included in the course)
2. Advanced Certificate in Guiding and Teaching Meditation – Maximum time frame – 16 months (including 3 electives included in the course)
3. Advanced Certificate in Guiding and Teaching Meditation with 6 electives – Maximum time frame – 21 months (including 6 electives included in the course)
4. Diploma in Guiding and Teaching Meditation – Maximum time frame – 12 months.
5. Standalone electives/workshops 6 months.*
6. Certificate or Advanced Certificate with additional electives (purchased separately) is the same as standalone electives (6 months). Maximum time for the Certificate or the Advanced Certificate electives still applies.
7. Where a student has completed the Certificate and wishes to upgrade to the Advanced Certificate, there is a limit of 2 months per elective.
8. Students who have been unable to complete their electives within the maximum time frame allowable for the course may apply for an extension. Where they have already done so and this time frame has elapsed, they may complete unfinished electives at a cost of \$125 per elective. The standalone time frame applies unless they are upgrading to the Advanced Certificate.*
9. Students who were originally enrolled in the Advanced Certificate, but completed to Certificate level due to time running out, may complete the remaining 2 electives at a cost of \$125 per elective with a time limit of 2 months per elective.

* Journalling elective excepted. Once commenced, this elective has a recommended completion time of less than 8 weeks for those wanting a professional Certificate or to have the elective counted towards a qualification.

Grievance Policy and Procedure

The Australian Centre for Holistic Studies (ACHS) Grievance Procedure is set up to resolve disputes based on the code of ethics between

A student and another student

A student and ACHS

The role and responsibility of the ACHS Ethics Committee is to receive and redress complaints according to the ACHS Grievance Procedure. The Ethics Committee also has a role- in communicating all Policies and Procedures to ACHS students.

Principles

1. The Procedure follows the principles of natural Justice.
2. The members of the Ethics Committee treat all people involved with respect. They act fairly, in good faith, without bias and in a Judicial temper (i.e. properly, justly, soberly).
3. They give everyone the opportunity to adequately state a case and to correct or contradict any statement prejudicial to their case.
4. No person may be judge in their own case. That is, a person must declare any interest they have in the subject-matter of any dispute before them, or any matter on which they are called to make a decision.
5. A person must have notice of what he or she is accused
6. Any documents which are looked at by the decision-makers must be disclosed to the parties interested.
7. In short, not only should justice be done, but it should be seen to be done.

(Adapted from Osborn's Concise Law Dictionary 6th edition John Burke)

The Ethics Committee uses open and transparent processes.

1. The Grievance Procedure should be accessible, with assistance for people who cannot make written complaints.
2. There are no financial charges for people using the Grievance Procedure.
3. The criteria for decision-making are uniform and open.
4. Documentation including records of telephone and face to face conversations, meetings and decision making processes - is kept.

5. People using the Grievance Procedure have access to documents that concern them where relevant and appropriate.
6. The Ethics Committee keeps information confidential in the wider community, and members behave with discretion in the wider community.
7. The Ethics Committee's compensation in membership should be appropriate to the circumstances, for example in terms of gender, expertise, and geographical location. In particular circumstances ACHS committee may co-opt members to the Ethics Committee.
8. The Ethics Committee is responsible for monitoring the implementation of its decisions and recommendations.
9. The Ethics Committee is independent in its decision-making, but accountable generally to the ACHS committee and membership.

Practice

1. ACHS assists in resolving dispute through:

- A request for more information in writing or by telephone
- Telephone interviews
- Meetings with one party
- Meeting with both parties (where possible and practical)

2. The parties to the dispute must meet /speak and discuss the matter in dispute before using the grievance procedure. If possible resolve the dispute within 14 days after the dispute comes to the attention of all parties. In the event that a resolution could not occur then proceed with grievance procedure.

3. ACHS requires the complainant to put the grievance in writing using ACHS official grievance forms. They need to:

- Request an Investigation to occur
- Provide supporting evidence

4. ACHS requires the other party to respond in writing. They need to:

- Write a response to the investigation request
- Provide supporting evidence for their own position

5. The parties within 14 days hold a meeting either in person or electronically in the presence of an ethics committee who follows official procedures as outlined.

Note: See ethics committee meeting procedures

6. Where no resolution can be found, a professional mediator should be sought to assist.

Role of the Ethics Committee

Ethics committee role is to facilitate communication with both parties toward a resolution. The parties in dispute must in good faith attempt to settle the dispute.

Ethics committee meeting procedures

- a. Individual members of the ethics committee review all written submissions by both parties prior to the meeting.
- b. Decide whether mediation is an option or not. If not, make special provisions to address the grievance. Note: See Special Provisions
- c. All written submissions to be present at the meeting
- d. Both parties summarise their case
- e. Ethics committee members to facilitate by asking clarifying questions and other questions that might assist increase positive communication between both parties to adopt a win/win approach. (Refer to document win/win guidelines)
- f. Both parties and ethics committee to attempt a win /win outcome where to the best of everyone's abilities all party needs are met.
- g. In the event that a resolution is still not made the ethics committee may recommend that both parties use an independent professional mediator referred by the ethics committee. This is in the case that mediation is deemed an appropriate option by all and is available locally or via teleconference as a professional service.
- h. Encourage the use of legal processes in cases of alleged criminal behaviour.

Special Provisions

If mediation is not an option, or if mediation fails, make special provisions to address the grievance.

Example

In cases of alleged sexual abuse

Other alleged criminal behaviour.

Parties may then seek to resolve dispute in accordance with the law.

These special provisions include:

- a. If appropriate, recommend to the Student Conduct S.C. Committee for resolution under student conduct policy.

- b. To send a letter of advice to the ACHS student whose behaviour is in question.
- c. All parties have the right to appeal within three months of the last official meeting date.

Student Conduct Policy and Procedure

CONTENTS

Introduction

Responsibilities

Policy Statement

Definitions and Concepts

Guidelines for Dealing with Matters of General Misconduct

Guidelines for Dealing with Matters of Gross Misconduct

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INTRODUCTION

The Australian Centre for Holistic Studies (ACHS) is committed to providing educational opportunities for adults that satisfy the need of the student to reach their full potential. In doing so, it acknowledges the inherent responsibility each student and prospective student accepts for establishing and maintaining appropriate standards of conduct both prior to and/or while following a course of learning or using a service/facility at ACHS.

The aim of this document is to set out the policy for ACHS for ensuring the appropriate conduct of both its students and prospective students and guidelines for resolving matters of inappropriate student conduct.

All proceedings initiated under these guidelines will be conducted with due regard for the principles and practice stipulated in ACHS' Equal Opportunity Policies.

RESPONSIBILITIES

Responsibilities of Students

It is the responsibility of all students to ensure appropriate standards of conduct both prior to and/or while participating in a course or using a service/facility on ACHS premises. All students should be aware of ACHS student conduct policy and guidelines for dealing with matters of inappropriate student conduct.

Responsibilities of General and Teaching Staff

1. Staff have an important role to play in setting appropriate standards of student conduct within their areas of responsibility including
2. Ensuring appropriate standards of conduct are established and maintained by students at all times during a course and/or use of service/facility.
3. Ensuring that their own behaviour contributes to and supports appropriate standards of student conduct; and Intervening in cases of inappropriate student conduct, except where this could put the staff member(s) in danger.
4. All staff and consultants should be aware of ACHS policy and guidelines for dealing with matters of inappropriate student conduct.

Responsibilities of Managers

5. The manager responsible for the educational program will determine whether to move beyond this informal conciliation (see 5.1 below) to formal conciliation (see 5.2).

POLICY STATEMENT

ACHS recognizes that appropriate standards of conduct are essential for the efficient operation of ACHS and for the safety and wellbeing of staff and students.

ACHS is committed, wherever possible, to encouraging and supporting the individual students to adjust to the responsibilities and requirements of learning in an adult environment.

ACHS recognizes that personal motivation, commitment and ability to learn in a group setting are essential requirements for successful participation in adult education.

ACHS requires students and prospective students to demonstrate at all times basic courtesy, consideration and cooperation in their interactions with both other students and staff. It is recognized that during the inner child component of the course emotions will be released onto a trigger and this is to be conducted under the close guidance and supervision of the trainer.

ACHS requires all students and prospective students to comply with organizational requirements regarding health and safety matters and care of buildings and equipment.

ACHS will ensure that all complaints regarding matters of student conduct will be dealt with quickly, impartially and informally. Where informal attempts to resolve a complaint fail, a formal disciplinary process is available (paragraph 7).

ACHS will ensure that strict confidentiality is observed in dealing with all complaints and/or any action taken in regard to matters of inappropriate student conduct.

DEFINITIONS AND CONCEPTS

Indicators of Likely Student Success

The following attitudes and/or skills are considered important indicators of likely student success in any adult learning program.

Personal motivation can be assessed or demonstrated by:

- a. A genuine interest and/or purpose in learning
- b. A capacity to sustain concentration on a learning task for a period of time consistent with the duration of the class or activity
- c. The clear expression of learning goals

Group learning skills can be assessed/demonstrated by

- a. Appropriate communication skills, including willingness to listen, to take turns during discussions and to respond appropriately to ideas and requests.
- b. The ability to acknowledge the rights of all members of the group.

Time management skills can be assessed and/or demonstrated by

- a. Being punctual for all scheduled learning activities
- b. Regular attendance
- c. Completion of assigned tasks to an agreed timeline or negotiation of extension to a deadline where appropriate.

Inappropriate Student Conduct

General Misconduct

Behaviour exhibited by an ACHS student which is improper in all the circumstances and/or contrary to generally accepted standards of behaviour within the wider community, including:

- a. Being on ACHS premises, on an ACHS Skype coaching or other call or on an ACHS Retreat at any time and consuming or having consumed alcohol or appearing affected by drugs. Use of illicit drugs at any time during the student's training in online Certificate or Diploma courses (whether or not they are directly in contact with ACHS staff).
- b. Persistent disruptive behaviour within the class or outside the class affecting other students or staff.
- c. Verbally abusive or hostile behaviour affecting fellow students or staff.
- d. Uninvited intrusion into the private life of students or staff.
- e. Smoking, or the use of prohibited or illegal substances on ACHS premises.
- f. Behaviour counter to the letter or spirit of ACHS policies or practice on equal opportunity and the 11 attitudes covered in Session 1.
- g. Failure to observe safety rules and group agreements.
- h. Engaging in sexual behaviour or sexually harassment or aggression towards staff, fellow students or any person at any time whilst on retreat.
- i. Prospecting students or staff as potential clients for their own business needs.
- j. No programs, workshops, Counselling or training containing information or processes from the Cert/Advanced Certificate in Guiding and Teaching Meditation are to be advertised or conducted until the student is deemed fully qualified.
- k. Students or graduates conducting workshops, courses, programs or counselling in the same location or vicinity as ACHS.
- l. Students or graduates conducting programs in direct competition with ACHS.

m. Persistent inappropriate student conduct (3 or more incident reports) – this matter would proceed straight to formal conciliation.

n. Incidents involving General Misconduct may be reported using an Incident Report Form (See attachment 1).

Gross Misconduct

a. Behaviour exhibited by an ACHS student of a kind which would generally be considered of a serious nature, such that it may be considered intolerable for the members of staff and/or other students concerned for the student to remain on ACHS premises, or be in any other way involved with ACHS, and/or involves the commission of a criminal offence, including:

b. Carriage, use or being in possession of a prescribed or regulated weapon or dangerous article on ACHS premises without a lawful excuse.

c. Physical assault on a member of general and/or teaching staff, other students or a member of the public or behaviour which is perceived by individuals to be threatening while on ACHS premises.

Theft from staff, students or ACHS

a. Slander or harassment (whether verbal, sexual or otherwise) of staff or students

b. Arson on ACHS property

c. Wilful and/or malicious damage to ACHS property and/or equipment.

d. Incidents involving Gross Misconduct should be reported using a Critical Incident Report Form (see Attachment 2). Critical Incident debriefing notes/guidelines can be found at attachment 4, and General Aggression Management principles at attachment 8.

Specific Conduct Policy for Retreats:

a. Includes all items for General Misconduct and Gross Misconduct and in addition the following:

b. Physical space and privacy of others on the retreat is to be respected at all times.

c. Televisions are not to be viewed at any time whilst on the retreat.

d. Excessive controlling behaviour of others will not be tolerated.

e. 100% Attendance is required during the retreat, unless due to illness.

f. Soliciting for their own business needs any person within the program or outside the program that they come in contact with during the program. Any interested parties must be referred directly back

to the school. E.g. Resort Staff, Local residents where programs are conducted, Staff at eateries or shopkeepers or university students or staff associated with the venue.

ACHS Premises

Throughout this policy 'ACHS premises' refers to venues operated or controlled by ACHS and venues where ACHS programs or activities are conducted.

GUIDELINES FOR DEALING WITH MATTERS OF GENERAL MISCONDUCT

Informal Conciliation

The following guidelines should be observed in cases where the inappropriate conduct of a student/s falls under the concept of general misconduct as set out in this policy and should be exercised to the full extent that the duration of the course or other learning activity in which the student is engaged permits. The manager may be consulted for advice and/or support during any stage of informal conciliation.

1. Staff including the trainer or appropriate program co-ordinator should discuss informally with the student the aspect/s of their conduct which are deemed inappropriate. Both the ways, in which the conduct is expected to improve and, where appropriate, the timeline within which improvements are expected to take place should be indicated. The student should be encouraged, wherever appropriate, to seek any and all available means of personal/practical support to assist in meeting these requirements, including the range of support services offered through ACHS.

2. If the student indicates a willingness and/or ability to meet the negotiated requirements, the trainer or manager should monitor the situation informally, and, where necessary set a date for review.

3. If the student indicates an unwillingness and/or inability either to acknowledge the inappropriate conduct and/or to meet the negotiated requirements after an agreed period of time, the following procedure should be adopted.

a. Wherever the time frame of the learning program reasonably allows, staff should contact the manager who will determine whether to institute formal conciliation.

b. Where it is considered necessary to ask the student to leave the building or the course, the procedure as set out in this policy should be adopted.

c. Where it is not possible for formal conciliation to take place within the given time frame, the tutor, together with another member of staff wherever possible, will have the right to ask the student to discontinue the learning activity and to advise the student that the matter will be referred to the relevant manager for further consideration as set out in this policy.

d. Where it is considered necessary to ask the student to leave the building, the procedure as set out in this policy should be adopted.

Formal Conciliation

The manager will consider the circumstances of the case and, wherever time permits, arrange to meet with both the student and relevant staff members to discuss the situation. The student can be accompanied by a friend who may be a fellow student or any other person of the student's choice (other than legal counsel) if they so wish.

As a result of this discussion it may be determined that:

1. The student will continue with the course or use of service/facility on the basis of compliance with a written agreement of expected conduct signed by all parties involved in the conciliation process; or
2. A more appropriate alternative learning program may be offered to the student, or information about a more appropriate learning program at another institution may be provided. In this instance, course fees should normally be altered accordingly.
3. If an agreement is drawn up it should include:

The date of the meeting

The date(s) the inappropriate conduct took place

A brief description of the nature of the inappropriate conduct

A summary of agreed follow-up action, including the provision of any services necessary to meet identifies support needs.

Parties to the agreement

The date set for review of the situation.

The student will be provided with a copy of the agreement. The original agreement will be retained by the trainer and a copy sent to the manager.

If a date is set for review and upon that date, all parties are agreed there has been a satisfactory improvement, the student will be advised of the successful outcome and the review process will be discontinued.

If a date is set for review and upon that date, all parties are agreed that there has been minimal improvement, a later review date may be set. If so, copies of the original agreement should be endorsed, and any alterations initialled and dated by all parties.

If a date is set for review and the student:

- a. Does not attend the arranged meeting
- b. Attends the meeting but does not agree to the terms of the proposed contract; or
- c. Does not satisfy the terms of the signed contract after an agreed period of time;

The manager responsible for the educational program should commence formal disciplinary action.

Where the student so wishes, the student may have present at a conciliation meeting (formal or informal) a 'next friend' who is to act as an observer on behalf of the student.

GUIDELINES FOR DEALING WITH MATTERS OF GROSS MISCONDUCT

Where it is determined that an act of gross misconduct has occurred the following steps should be taken.

1. The student should be advised immediately by the staff member(s) concerned of the inappropriate conduct.
2. The manager should be notified immediately or at the earliest opportunity.
3. The manager may, if the situation allows, approve a course of subsequent action involving;
 - a. Formal conciliation
 - b. Formal disciplinary procedures

If the situation does not allow for the manager to approve a course of subsequent action, staff involved will have the right both to ask the student to leave the building and to advise the student that the matter will be referred to a manager for investigation. All discussions with the student in relation to her/his removal or her/his acts on the premises should at all times be done in the presence of another staff member.

Where it is considered necessary to assist the student to leave the building, the following procedure should be adopted.

- a. A staff member together with another staff member should ask the student to leave the building immediately.
- b. Staff should, where necessary, assist in the removal of persons from the premises, however the assistance must be reasonable and no forcible removal should be employed.
- c. If the student appears to be of dangerous or injurious disposition or refuses to be removed, or if it is reasonably believed that the act of gross misconduct is of a criminal nature or necessitates police action, staff may call the police immediately but should maintain supervision of the student.

FORMAL DISCIPLINARY PROCEDURE

The relevant manager, after considering the circumstances of the case as presented by the trainer, will determine whether the student will be formally suspended from participating in either said course and/or use of said service/facility, or from any learning activity or use of service/facility at ACHS pending the outcome of a hearing of the Student Disciplinary Committee.

The student disciplinary committee will consider, comment and decide upon cases where a student has been suspended from class, or is under consideration for suspension from class.

Membership of the Committee will consist of:

The relevant manager or, in his/her absence another manager

One member of teaching staff from ACHS

One member of programming, service staff, or an external qualified MAA member as deemed appropriate by ACHS.

The Committee will meet within 7 working days of the date the formal complaint being made to consider all reasonably available written documentation relating to a particular case, including the written statements of the student, staff involved and any other witnesses. The student may submit any other written evidence to Committee in support of their case.

The Committee may call anyone who has submitted a written statement concerning the complaint to appear at the hearing.

At all stages of the formal disciplinary procedure a student has an absolute right to be:

Accompanied at any disciplinary hearing by a representative who may be a friend, a fellow student, or any other person of that student's choice other than legal counsel.

Advised in advance and in writing of the complaint against him/her and be given adequate opportunity to explain or defend him/herself including the right to call witnesses and produce documents as appropriate; and advised of the Committee's decision in writing.

The Committee, after considering all available evidence, will arrive at one of the following decisions.

1. If the case against the student is not proven on the balance of probabilities, the Committee will determine that the student be readmitted to the class and/or be allowed to resume use of the service/facility or reimbursed the course fees should the student not wish to continue.
2. If the case against the student, while proven on the balance of probabilities, is not considered sufficiently serious to determine that the suspension continue, the Committee will determine that the student should be readmitted to the course and/or be allowed to resume use of the facility.
3. The suspension is continued for the duration of the course with reimbursement of fees although the student is eligible to enrol in other ACHS courses.

4. The student is banned from enrolling in all ACHS courses and/or from using any ACHS service/facility for a specified period.

CONFIDENTIALITY

Other than as required by law, strict confidentiality will be observed during all proceedings conducted under this policy. Discussion, information and records will remain confidential.

PUBLICITY MATERIAL

The manager will be responsible for the preparation and distribution of publicity material relating to this policy and guidelines.

TRAINING PROGRAM

Each manager, will be responsible for conducting training programs for general and teaching staff in the application of this policy and guidelines in the learning environment.

REVIEW

The Policy and Guidelines on Student Conduct shall be reviewed by the Manager/s in consultation with staff every 3 years or as deemed necessary by the manager.



ACHS INCIDENT REPORT FORM

Name of person making report: _____

Address of person making report: _____

Phone: _____ Age: _____ Gender: _____

Coaches' name (if ACHS student): _____

Name/s of other person/s involved and their role at ACHS (coach, fellow student etc.):

Date and time of incident: _____

Location: _____

Was illness or injury involved? _____

Was any medical attention given? _____ If so, please detail: _____

Description of incident, please give as much detail as you can: _____

What you intend to do, or likely outcome as a result of this incident: _____

Any action you would like to see taken by ACHS: _____

If you have further details you would like to add please attach to this form on separate pages.