

SATYANANDA YOGA® ACADEMY AUSTRALASIA

POLICY AND PROCEDURE MANUAL Volume 2

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Diploma of Satyananda Yoga Training (National Code: 91462NSW)
Satyananda Yoga Academy: Australian National Provider No. 90879

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1 ACCESS AND EQUITY

1.1 Access and Equity Policy

Name:	Access and Equity Policy	Contact Officer:	Quality Assurance Officer
Approving Authority:	Satyananda Yoga Academy	Date of Adoption:	25/5/02
Due for Review:	30/11/11	Last Amended:	4/11/2010

Policy Statement

Satyananda Yoga Academy adheres to principles of access and equity and to maximising outcomes for its students and clients.

a) **Definitions**

Access and Equity: The principle that vocational education and training is responsive to the diverse needs of clients. All members of the community should have equal availability of services regardless of age, disability, sexual or racial factors that may result in disadvantage.

b) **References**

Legislation

- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- NSW Anti-Discrimination Act 1977

Links to other policy and documents

- Complaints Resolution Policy
- Academic Appeal Policy
- Equal Opportunity and Anti-Discrimination Policy

c) **Principles Underlying Policy**

Satyananda Yoga Academy is committed to providing client services that meet clients' needs and are continuously improved in accordance with data collected about their effectiveness.

d) **Outcomes of Policy and Procedures**

- Education and client services that meet their needs.
- Services are continuously improved.

e) **Evidence of Compliance**

- Data on clients' needs and services provided is collected and analysed.
- Improvements to client services are demonstrated.

f) **Operational Procedure**

CONTINUOUS IMPROVEMENT OF CLIENT SERVICES

The Education Director has the responsibility to ensure that client services are continuously improved by collecting, analysing and acting on relevant data.

The **Quality Assurance Officer**, in consultation with the **Education Director**, will oversee this process by:

- Deciding the focus of qualitative and quantitative data collection by reference to:
 - Prior continuous improvement activities
 - Assessment of the relevance of the collected data to the Academy's client services
 - The most critical aspects of client services.
- Planning where data will be collected from, how it will be collected, the form it will take, how often it will be collected, and how it will be analysed and used.
- Ensuring that data collection and analysis confirm good practice and show where improvements need to be made.
- Regularly reviewing data collection to assess its usefulness for improving products and services.
- Ensuring feedback is given to those who have contributed to the data.

Systematic collection and analysis of data

1. Information on access and equity indices will be collected from students on their first enrolment.

The Enrolment Officer will:

- Ensure students enrolling in Yogic Studies 1 complete Part 111 of the Enrolment Form – Background information.
- This section also includes the information required for AVETMISS for AQTF2010.

The Quality Assurance Officer will:

- Collate the information from Part 111 on an annual basis and prepare a summary report for SYA management.

The Education Director will:

- Ensure actions are implemented to improve facilities and services to enhance access and equity.
- Ensure these actions are documented

2. Record of complaints/ appeals

The Quality Assurance Officer will:

- Maintain a register of complaints and appeals and their resolution.

3. Internal audit

The Quality Assurance Officer will:

- Review all the above procedures and outcomes for continuous improvement at the annual internal audit.

g) Documents

- Annual Access and Equity Report
- Record system for monitoring access and equity provision across Academy's functions.

1.2 Student Enrolment Policy

Name:	Student Enrolment Policy	Contact Officer:	Education Director
Approving Authority:	Satyananda Yoga Academy	Date of Adoption:	23/9/02
Due for Review:	30/6/09	Last Amended:	8/3/09

Student Enrolment Policy Statement

Satyananda Yoga Academy is committed to providing prospective students with accurate and sufficient information to make an informed choice about their enrolment and/or contractual agreements with the Academy.

a) Definitions

Prohibited Employment Declaration:

The NSW Child Protection (Prohibited Employment) Act 1998 aims to prevent a “prohibited person” from being in voluntary or paid employment in child-related activities. A “prohibited person” is one who has been convicted of a serious sex offence.

b) References

Legislation

- NSW Child Protection (Prohibited Employment) Act 1998
- Commonwealth Disability Discrimination Act 1992

Links to other policy and documents

- Access and Equity Policy
- Academic Appeal Policy

c) Principles Underlying Policy

Satyananda Yoga Academy ensures:

- The information provided to prospective students meets their needs, is accurate and is provided systematically.
- Students are selected with the best prospects for successful completion of the course.
- Applicants with a disability are treated on the same basis as those without a disability. Decisions about admission will be on the basis that a reasonable adjustment for their disability can be made.
- The protection of children and other vulnerable persons by means of screening students who undertake practical training as part of their course. As the practice requirements for teacher training may require students to teach children or vulnerable persons, the “Prohibited Employment Declaration” is required to be signed by students enrolling in these modules.

d) Outcomes of this Policy and Procedures

- Students are provided with timely and accurate information on enrolment.
- The Academy selects students for enrolment without discrimination and with the best possible opportunity for success.

e) Evidence of Compliance

- The information provided to prospective students is clear and sufficient to assist them to make an informed choice.
- The information provided accurately describes the services to be provided.
- Improvements to client information services are demonstrated.

f) **Operational Procedures**

Information to prospective students

The Education Director will ensure that information is given to prospective students, prior to enrolment on:

- Course information, including pathways and vocational outcomes.
- Training and assessment arrangements, including RPL.
- Fees and charges, including refund policy.
- Student selection, enrolment and induction procedures.
- Student support services, including assistance in language, literacy and numeracy.
- Complaints and appeals procedures.
- Disciplinary procedures.
- The requirement for students enrolling in Teacher Training to sign a “Prohibited Employment Declaration” form.

The Education Director will ensure:

- That the above information will be included in the Course Handbook sent to prospective students prior to enrolment in the module. Entry skill levels will be clearly defined.
- The accuracy of all information in these publications.
- The information provided to prospective students is reviewed when training and assessment strategies are changed.
- Documentation of improvements to client information services is maintained.

Assessment of eligibility

The Education Director will ensure that:

- Entry requirements into the first module of the Diploma are set to ensure the greatest degree of access for all those interested in enrolling.
- Eligibility for enrolment is assessed on information provided by the applicant on the enrolment form, referee reports and interview. Interviews may be in person, telephone, fax or email.
- Prospective students with a disability will be treated on the same basis as those without a disability. All applicants must meet the minimum requirements.
- Applicants with a disability will be consulted to determine whether a reasonable adjustment can be made to accommodate their needs without undue hardship to the Academy.
- The assessment of eligibility will include recognition of prior learning as specified in the Recognition of Prior Learning Policy.

Minimum Entry Requirements for Yogic Studies 1a

- Minimum age of 18 years.
- Literacy and numeracy to Year 10 at an Australian High School or equivalent (e.g. Certificate III in General Education for Adults (Accreditation Code 2212ALC)).
- English language proficiency to Year 10 at an Australian High School or IELTS score of 6.
- Basic word processing and email skills.
- Ability to meet the time commitments of the module, including residential stay requirements.
- Ability to manage the psychological demands of the course.
- Enrolments are only accepted if it is considered that the student will have a reasonable chance of success of completing a module.

Requirements for progression to next module

- Entry into each module is determined on a first received basis for those students who meet the minimum entry requirement criteria.
- Completion of each module is the pre-requisite for entry into the next.

Rights of Unsuccessful Applicants**The Education Director will inform unsuccessful applicants of their right to:**

- Notification as soon as possible that they have not gained a place in the program and the reasons for not being selected.
- Advice on opportunities for acquiring the necessary prerequisite skills and knowledge.
- Reapply at a later date without penalty.
- To appeal the decision by means of the Academy's Complaints Policy.

Processing of Enrolment Applications (Mangrove Campus)**The Enrolments Officer will ensure that applications for enrolment:**

- Are date stamped on arrival and dealt with in a timely manner.
- Are fully completed and signed.
- Meet the criteria for minimum requirements of entry.
- Include the minimum deposit.
- If received electronically, will be filed in a secure location after making a hard copy for Education Director.
- Are sent (including sensitive and health information) on hard copy to the Education Director for approval of application.

The Enrolments Officer will ensure that successful applications for enrolment:

- Are entered into the Oracle database and allocated a Student Identification Number.
- Are sent (excluding sensitive and health information) on hard copy to the Administration Staff for further processing of fees and accommodation allocation.
- Confirm the enrolment in writing to the student.

The Administration Staff will:

- Update the enrolment record.
- Accept payment and issue an invoice for the balance to the student.

The Course Coordinator will:

- Guide the enrolled students to log onto the Course Management System.

Processing of Enrolment Applications (Rocklyn)

The Rocklyn Administrator will ensure that applications for enrolment:

- Are date stamped on arrival and dealt with in a timely manner.
- Are fully completed and signed.
- Meet the criteria for minimum requirements of entry.
- Include the minimum deposit.
- Are sent by electronic copy to the Enrolments Officer at Mangrove.

The Enrolments Officer will ensure that Rocklyn applications for enrolment:

- Are entered into the Oracle database and allocated a Student Identification Number.
- Are sent (including sensitive and health information) on hard copy to the Education Director for approval of application.
- Have all sensitive and health information filed in a secure location.
- Are checked for required information.
- Are reported back to the Rocklyn Administrator once they have been accepted by the Education Director.

The Rocklyn Administrator will ensure that successful applications:

- Are reviewed and recorded in the enrolments record.
- Are confirmed in writing to the student after payments have been processed.
- Are invoiced for the balance of fees due.

The Rocklyn Administrator will:

- Guide the enrolled students to log onto the Course Management System.

Back-to-Back Enrolments

The Enrolments Officer will:

- Inform Course Coordinators when a student is enrolled in back-to-back modules.
- Ensure that a copy of the student's enrolment application form is available to the module coordinator prior to the residential learning period and prior to the resumption of studies in the successive module.
- Enter the student into the SOMS for both modules of the residential learning period and for the successive module in which studies are resumed.
- Inform the Course Coordinator of any important procedural or policy changes that need to be provided to returning students.

The Course Coordinator of the resuming module will:

- Email students prior to the commencement date of the residential period to confirm they will be resuming their studies, and provide:
 - A schedule of submission dates for assessment items.
 - Notice of any important procedural or policy changes.
 - Information on any important changes to the training material or assessment processes.

Withdrawal & Deferrals

Definitions

Withdrawal: For the purpose of this policy, refers to the cancellation of a student's enrolment with credit being granted only for those units and subjects that have been completed at the time of withdrawal.

Deferral: For the purposes of this policy, refers to the deferral of a student's enrolment to a later date, at which time they are able to recommence their studies at the point at which they left.

Operational Procedures

Deferrals

The Course Coordinator will:

- Advise the Enrolments Officer of the student's application for deferral.
- Record the deferral in the Course Management System.

The Academic Registrar will:

- Record the deferral in SOMS and on the Oracle database.

The Enrolments Officer will:

- Notify the student of the outcome of their application in writing, detailing the conditions of the deferral.
- File all relevant documents.
- Proceed to withdraw the student from the module in the event that the student fails to resume their studies within the designated time.
- Record the Deferral in the enrolment and deferrals records.

Withdrawal

The Education Director will:

- In the event that the student is withdrawn from the module, advise the student in writing that they have been withdrawn and state the reason.
- Advise the Enrolments officer of the withdrawal.

The Course Coordinator will:

- Record the withdrawal in the CMS.
- Advise the Enrolments Officer of any application for withdrawal.
- Advise the Academic Registrar of all completed units.

The Academic Registrar will:

- Provide the enrolments officer with information for all completed assessments tasks.
- Record the withdrawal in SOMS and on the Oracle database.

The Enrolments Officer will:

- In the event that the student is withdrawn by the Education Director, notify the Registrar and the Course Coordinator of the withdrawal.
- In the event that the student withdraws voluntarily, confirm the withdrawal in writing, detailing the conditions of the withdrawal.
- File all relevant documents.
- Issue the information for all completed assessment tasks.
- Register the withdrawal on the enrolment and withdrawals records.

Returning to studies after deferral**The Administration Director, Education Director and Enrolments officer will:**

- Process the student's application to return to studies in accordance with the Academy's "Student Enrolment Policy".

The Enrolments officer will:

- Advise the Course Coordinator when a student is returning after deferral.
- Register the return to studies on the enrolment and withdrawals record.

The Course Coordinator will:

- If deemed necessary, provide the student with a copy of the current resource folder.
- Provide the student with a schedule of submission dates for assessment items.

1.3 Student Support Services Policy

Name:	Student Support Services Policy	Contact Officer:	Quality Assurance Officer
Approving Authority:	Satyananda Yoga Academy	Date of Adoption:	1/7/07
Due for Review:	30/6/09	Last Amended:	10/3/09

Student Support Services Policy Statement.

Satyananda Yoga Academy is committed to providing learners with every reasonable opportunity to complete their training program. It will comply with the Disability Standards for Education and is committed to providing necessary services to assist students with disabilities to achieve their maximum potential in their studies.

a) Definitions

Disability means:

- a) total or partial loss of the person's bodily or mental functions, or
- b) total or partial loss of a part of the body, or
- c) the presence in the body of organisms causing or capable of causing disease or illness, or
- d) the malfunction, malformation or disfigurement of a part of the person's body, or
- e) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or
- f) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that: presently exists, or previously existed but no longer exists, or may exist in the future, or is imputed to a person.

Prospective student means a person who approaches the Academy seeking enrolment.

Associate, in relation to a person with a disability, means:

- a) a spouse
- b) another person who is living with the person on a genuine domestic basis
- c) a relative of the person
- d) a carer of the person
- e) another person who is in a business, sporting or recreational relationship with the person.

On the same basis means: a person with a disability is able to seek admission to, or apply for enrolment in, an institution, *on the same basis*, as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

An education provider treats a prospective student with a disability *on the same basis* as a prospective student without a disability if the provider makes any decision about admission or enrolment on the basis that reasonable adjustment will be provided.

A person with a disability is able to participate in course or programs and use the facilities and services of an education provider, *on the same basis* as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.

An adjustment means: a measure or action taken by an education provider that has the effect of assisting a student with a disability to:

- a) apply for admission
- b) to participate in a course or program
- c) to use facilities or services

on the same basis as a student without disabilities, and includes an aid, a facility or a service.

An adjustment is reasonable if it balances the interests of all parties affected.

In making this assessment, regard should be given to:

- a) the student's disability.
- b) the views of the student or the student's associate.
- c) the effect of the proposed adjustment on the student's ability to achieve learning outcomes, to participate in courses, and independence.
- d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students.
- e) the costs and benefits of making the adjustment.

There is no requirement to unreasonable adjustments or if compliance would impose unjustifiable hardship on the provider.

In assessing whether an adjustment is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and any other requirements or components that are inherent in or essential to its nature.

b) References

Legislation:

- NSW Anti-Discrimination Act 1977
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005

c) Principles Underlying Policy

The Academy will assess students' needs and ensure they know how to access the student support services they require. Needs may include physical or psychiatric disability, difficulties in language, literacy and numeracy, lack of computer competence, cultural or family issues.

d) Outcomes of this Policy

All students are provided with all possible assistance to achieve their maximum potential.

e) Evidence of Compliance

- Course completion rates, particularly for students with special needs or disabilities.
- Register of complaints.

f) Operational Procedures

Enrolment

The Academy is committed to equal opportunity principles and accepts applications from prospective students with special needs or disabilities on the same basis as other prospective students. However, the Academy also recognises its duty of care to prospective students. Due to the emphasis of yogic lifestyle on personal growth, the course can be physically and emotionally challenging and may not be appropriate for some prospective students, particularly to those with a psychiatric disability.

In order to assess specific training support needs or potential adjustments for disability, the enrolment form includes information about the students' needs. This information is kept confidential and only used for the purpose of providing the adjustment. It will not be disclosed to a third party except for this purpose or in accordance with a lawful requirement. Where a significant disability exists that may impact on the student's ability to complete the course, the student's progress will be reviewed at the end of each module and the situation discussed with the student and/or their associate.

Information about the enrolment processes

The Education Director will:

- Ensure information about the enrolment process:
 - Addresses the needs of students with disabilities.
 - Is accessible to the prospective students with disabilities.
 - Is made available in a range of formats depending on the Academy's resources.
 - Are designed so that the student, or an associate of the student, can complete them without difficulty.
 - Is accessible in a way that enables students and their associates to make informed choices.

The Enrolment Process

The Enrolments Officer will:

- Check for any disabilities disclosed on the Enrolment form.
- Detail the nature of disability and possible adjustments required from information supplied.
- Note these for attention of Education Director on the Enrolment processing form.

The Education Director will:

- Arrange for further consultation with:
 - the prospective student, or an associate of the student
 - the prospective student's health provider
 - the Student Support Officer

to enable an assessment to be made of:

- any contra-indications to their ability to undertake all or part of the module.
 - any adjustments to the programme, access to facilities or services required.
 - support services required to assist the student.
- In deciding whether to make a particular reasonable adjustment for a student, the Education Director will:
 - assess whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.
 - assess whether the adjustment may need to be changed over the period of the student's training.
 - On the basis of this assessment, decide whether to make the adjustment.
 - Approve or reject the application on the same basis as for other students.

Participation

The Education Director will:

- Review course and program activities on module review to ensure that they are sufficiently flexible for students with disabilities to participate in them.

When enrolment of a student with a disability is being considered:

- In consultation with the Course Coordinator, develop a plan of adjustments to equipment, facilities, practices, methods of delivery, etc to enable the student to participate in all the activities.
- Determine any additional support needed to assist the student to achieve the intended learning outcomes.
- Offer a reasonable substitute activity if a student is unable to participate in a certain activity.
- Review the success of the plan at the end of the module.

The Student Support Officer will:

- Maintain contact with the student as agreed to in the plan.
- Provide supportive counselling or other services as needed.
- Refer the student to more specialised services if needed.

Curriculum Development and Delivery

The Education Director will, in considering enrolment of a student with a disability:

- Review the curriculum, teaching materials, and the assessment and certification requirements of the course to ensure they are appropriate to the needs of the student and accessible to them.
- Ensure the course delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student.
- Ensure the course study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion.
- Ensure the teaching and delivery strategies for the course are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from their disability, including through the provision of additional support such as bridging or enabling courses, or the development of disability-specific skills.
- Ensure the assessment procedures and methodologies for the course are adapted to enable the student to demonstrate the knowledge, skills or competence being assessed.

Student Support Services**The Student Support Officer will, if the application is approved:**

- In consultation with the module Course Coordinator, Academy health personnel, and Education Director, develop a **support plan** to:
 - Enable the student to access any general support services available to all students.
 - Facilitate access to any specialised support serves required, either provided by Academy staff or by an external agency.

The support plan will detail:

- Type of specialist services required
- Contact arrangements with the support services
- Action in the event of the student becoming unwell
- Persons to be contacted in the event of the student becoming unwell
- Requirements for the student, e.g. maintenance of medication.

These details will be incorporated into a contract with the student.

The Course Coordinator at the end of each module will:

- Review the student's progress during the module
- Report in writing any concerns, need for additional support, doubts about ability to success fully the teacher training module
- Notify the coordinator of the next module and Director of Education
- File the report in Education\ Diploma\ Information about Students\ CONFIDENTIAL Student data

Monitoring and Improving Student Services**The Quality Assurance Officer will:**

- Collate data from student feedback at the end of residential learning period and end of module.
- Recommend improvements in processes for assessing students' needs, changes to resources, facilities and equipment.

Elimination of Harassment and Victimisation

The Equal Opportunity and Anti-Discrimination policy will be strictly implemented to deal with any incidents of harassment and victimisation.

To improve staff awareness of disability issues the Education Human Resource Officer will:

- Include information on disability awareness in staff induction.
- Include disability awareness during staff reviews and facilitate access to training, as needed.

1.4 Complaints Resolution Policy

Name:	Complaints Resolution Policy	Responsible Officer:	Grievance Officer
Approving Authority:	Satyananda Yoga Academy	Date of Adoption:	25/5/02
Due for Review:	30/6/09	Last Amended:	10/3/08

Complaints Resolution Policy Statement

Satyananda Yoga Academy is committed to a fair and just system for responding to complaints from its staff and students. This policy ensures complaints are dealt with sensitively, confidentially, effectively and promptly.

There is a separate policy and procedure for appeals against academic assessments.

a) Definitions

Complaint: Any problem, concern or complaint about a person or the workings of the Academy.

Grievance Officer: Staff member appointed by the Satyananda Yoga Academy as the person responsible for receiving and investigating complaints and academic appeals.

Independent person or panel: a person or panel of persons appointed by the Coordination team to review appeals against the formal resolution of a complaint. The person or panel of persons will be independent of, and have no prior involvement in, the subject of the complaint. The person or panel may call on outside expertise if required.

b) Reference

Legislation:

- Commonwealth Human Rights and Equal Opportunity Act 1986
- Victoria Equal Opportunity Act 1995
- NSW Anti Discrimination Act 1977
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Disability Discrimination Act 1992

Links to other Policies and Documents

- Academic Appeal Policy
- Access and Equity Policy
- Course Handbook
- RTO Staff Handbook

c) Principles underlying Policy

- This policy ensures complaints are dealt with sensitively, confidentially, effectively and promptly.

d) Outcomes of this Policy and Procedures

- All staff and students are aware of the complaints policy and procedures and support available.
- Complaints are resolved in a fair and open manner.
- All parties are treated with dignity and respect.
- A written record is kept of all complaints, appeals and outcomes.

e) Evidence of Compliance

- Information is available to students and staff through various methods, e.g. Course Handbook, RTO Staff Handbook.
- Register of complaints, process and outcomes.
- Feedback system for corrective action.

f) Operational Procedures**Informing staff and students of policy and procedures****The Grievance Officer will:**

- Ensure staff, residents, students and other stakeholders are informed about this policy and the complaints procedure by information in the Course Handbook and RTO Staff handbook.
- Ensure staff and students are informed about this policy in their induction processes.

STEP 1: Informal resolution of complaint

- Complaints may be made verbally and informally to the Grievance Officer, who will:
 - Explore with the complainant if the matter can be resolved by direct communication with the person against whom the complaint is made.
 - Attempt informal resolution, if appropriate, by mediation.

STEP 2: Formal complaint

If Step 1 is unsuccessful or inappropriate, the complaint becomes formal.

- Formal complaints must be made in writing.

The Grievance Officer will, in the case of a formal complaint:

- Provide each complainant or appellant the opportunity to formally present their case at no cost.
- Allow each party to be accompanied and assisted by a support person.
- Have a person take notes.
- If appropriate, seek resolution through mediation or conciliation.
- Consult as appropriate.
- Decide on appropriate action.
- Provide each complainant or appellant a written statement of the outcome, including details of the reasons for the outcome.
- Record in writing the outcome and enter in the 'Register of Complaints'.
- Commence this process within 10 working days of the formal lodgement of the complaint.
- Take all reasonable measures to finalise the process as soon as practicable.

STEP 3: Appeal

If either party is not satisfied with the result or conduct of the internal complaint process, they have the right to appeal to an independent person or panel at no cost.

The independent person or panel will:

- Be independent of, and external to, the Academy and shall not have had previous involvement with the subject matter or grounds for the complaint.
- May draw on independent outside expertise as required. This may include an approach to Satyananda Yoga Teachers Association (SYTA) or a professional dispute resolution service.
- Give each appellant the opportunity to formally present their case and inform them that they may be accompanied by one other person as support or as representation.
- Make a decision on the complaint and the action that should follow. Its decision will be binding on all parties.
- Give each party a written statement of the appeal outcomes, including the reasons for the decision.
- Commence this process within 15 working days of the appeal being lodged.
- Take all reasonable measures to finalise the process as soon as practicable.

Appellants will be informed of their right of appeal to the NSW Anti-Discrimination Board, Human Rights and Equal Opportunity Commission, NSW Industrial Relations Commission, NSW Vocational Education Accreditation Board.

Resolution of Complaints

At any step in the process, resolution of a complaint may result in a number of actions:

- These may include an apology, written warning, counselling, demotion, dismissal or other action for the person complained against.
- If the complaint and appeal process results in a decision supporting a student, the Academy will immediately implement the decision and/or corrective and preventative action required and will advise the student of the outcome.
- An inconclusive investigation may lead to training for all staff in the issue concerned and the situation being monitored.
- A false or malicious complaint may result in disciplinary action against the complainant.
- If a student chooses to access the complaints and appeals process, their enrolment will be maintained while the process is ongoing.

g) Documents

- Record of Complaints
- Register of Complaints, detailing complaints, steps taken, outcomes.

1.5 Academic Appeal Policy

Name:	Academic Appeal Policy	Responsible Officer:	Education Director
Approving Authority:	Satyananda Yoga Academy	Date of Adoption:	24/5/02
Due for Review:	30/6/09	Last Amended:	12/3/09

Academic Appeal Policy Statement

Satyananda Yoga Academy is committed to a fair and just system for responding to academic appeals from students, with sensitivity, confidentiality, effectiveness and promptness.

a) Definitions

Academic Appeal Review Panel: Three (3) or more members engaged by Satyananda Yoga Academy to hear academic appeals. It will be independent of the Academy and other parties involved in the appeal and may call on outside expertise if required.

Grounds for Appeal:

- Course unit requirements and assessment procedures were not published or were changed without notification and were different to the methods outlined at the outset of the module.
- The student feels:
 - The assessment was not carried out in accordance with the assessment plan.
 - The assessment decision has been made incorrectly.
 - The assessment process was not fair or valid.
- The student has verifiable information regarding relevant and unavoidable circumstances, which directly and significantly affected performance in a course unit. These circumstances may include illness, death of a family member, personal/emotional problems or a serious unexpected event. As a consequence, the student believes the result does not fairly reflect ability and competence.
- The student does not believe that reasonable adjustments were made to take account of special needs, and as a consequence, the student believes the result does not fairly reflect ability and competence and that their assessment has therefore been unfair.

Confidentiality: Confidential records of appeals are to be kept.

Interpreters: The services of an interpreter should be offered if needed.

b) References

Links to other Policies and Documents

- Complaints Resolution Policy

c) Principles Underlying Policy

- This policy ensures that appeals are dealt with sensitively, confidentially, effectively and promptly.

d) Outcomes of this Policy and Procedures

- All staff and students are aware of the academic appeals policy and procedures and the support available.
- Appeals are resolved in a fair manner.
- All parties are treated with dignity and respect.
- A written record is kept of all appeals and outcomes.

e) Evidence of Compliance

- Information is available to students and staff through various methods.
- Recording system for appeals and outcomes.
- Annual internal audit.

f) Operational Procedures**STEP 1: Investigation of academic appeal**

The initial approach should be made to the assessor concerned or the Course Coordinator, but must be made within 10 days of notification of the results.

The Assessor/ Course Coordinator will:

- Talk to all the persons involved and allow them to present their case.
- If resolution successful, write a report detailing action and send this to the Grievance Officer for filing in the 'Register of Academic Appeals'.
- Inform the student of their right to access the external review process if they are not satisfied with the result or conduct of the internal process.
- Complete this process within five (5) working days.

STEP 2: Formal Resolution

If not resolved by step 1, the Course Coordinator will refer the Appeal to the Education Director.

- The appeal becomes a formal appeal and must be in writing.

The Education Director will:

- Either personally, or appoint an independent person, to investigate the circumstances.
- provide each complainant or appellant the opportunity to formally present their case at no cost.
- Allow each party to be accompanied and assisted by a support person.
- Decide on appropriate action.
- Advise the student, in writing, of the decision, including details of the reasons for the outcome.
- Inform the student of their right to access the external review process if they are not satisfied with the result or conduct of the internal process,
- Record the outcome in writing and send to the Grievance Officer for filing in the 'Register of Academic Appeals',
- Commence this process within 10 working days of receipt of the formal appeal.

STEP 3: Appeal

The student has the right to appeal the decision of the Education Director to an independent Academic Appeal Review Panel or person, appointed by the Academy.

The panel will:

- Draw on independent outside expertise as required. This may include an approach to Satyananda Yoga Teachers Association (SYTA) or a professional dispute resolution service.
- Give all parties the opportunity to present their case and inform them that they may be accompanied by one other person for support or as representation.
- Make a decision on the appeal and the action that should follow. Its decision will be binding on all parties.
- Advise all parties of the outcome, in writing, including details of the reasons for the outcome.
- Commence this process within 10 working days of the appeal being notified.

Outcomes of Appeal Process:

As a result of the appeal, a decision may be made to confirm the original assessment or make an amendment.

- The revised assessment will be entered in the student and Academy records.
- If the complaint and appeal process results in a decision supporting a student, the Academy will immediately implement the decision and/or corrective and preventative action required and will advise the student of the outcome.
- If a student chooses to access the complaints and appeals process, their enrolment will be maintained while the process is ongoing.

g) Documents

- 'Register of Academic Appeals'