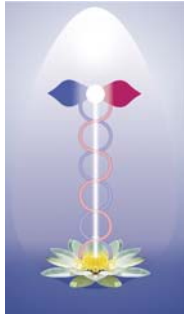


LIFE ACADEMY



STUDENT

HANDBOOK

2011

WELCOME TO THE LIFE ACADEMY

From the inception of this academy in 1983 as the Australasian Flower Essence Academy and throughout its development to its present day as the Australian Flower Essence Academy, striving for excellence in the field of health has always gone hand in hand with humanitarian and universal welfare. This means that each person studying at the academy is given respect as a unique and valuable contributor and given as much support and encouragement as possible. The students, lecturers and staff combine to create a dynamic and mutually inspiring body of people all working towards a vision of all round health.

This inspiration goes out into the community in service projects which the students can be part of, such as our Sunday Soup kitchen, the Kidcare food and clothing aid for under privileged school children, support for community health projects or the free health care offered to those who can't afford it.

Everything studied at the academy is focused on giving an all round, hands on, practical education in Flower Essence therapy and deep knowledge and understanding of the panorama of human experience. Thus armed, we aim to send our graduates out into the world competent, confident and inspired to alleviate suffering and promote health, welfare and happiness.

Vasudeva and Kadambii Barnao – Founders and Directors

The Flower Essence Therapists Pledge

I am part of the Universe

seeking to understand and support

the processes of healing and balance.

My goal is to relieve suffering.

My patient's welfare comes before my own wants.

I will support the natural environment

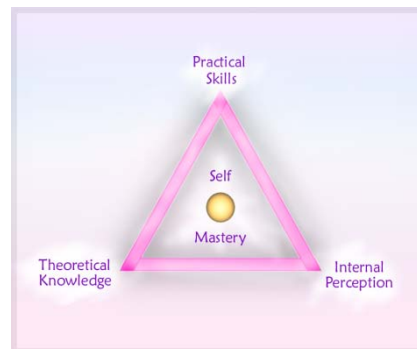
from which my healing art derives its source.

I will honour and treasure life

in all its myriad forms.

LIFE ACADEMY - A JOURNEY OF LEARNING AND HEALING

Courses at the LiFE Academy are presented to give the student the maximum opportunity for sound practice as a flower essence therapist and personal development as a unique human being. We believe that the greatest healing gifts to the self and to others come through theoretical knowledge, practical skills, internal perception all leading to self mastery. It is this balanced triangle of qualities, with a valuable central aspect of self development, that is imbedded in the structure and flow of each module



Practical Skills - This involves proving and utilizing the knowledge you are given in class and through the videos, slide presentations and books. Everything you learn from the course you can use in everyday life as a tool for diagnosing, healing or improving the quality of life in some direct way. Practical work can be anything from simple Pain, Stress, Energy Loss healing to full multi-level diagnostic work. We suggest students practice their work on a very regular basis in addition to class practicals. This increases proficiency and consolidates the theory, by being able to observe it.

Theoretical Knowledge - Theory is valuable when it is directly applicable in the practical sense. The concepts given in the course come from practical experience of the lecturers over many years and from frameworks with thousands of years of depth and reliability, such as Yogic or Tao science. Eastern and Western Sciences are wedded in the courses to create a depth of understanding that can be recognised and discussed in anyone's terms. Theory itself, when grounded in practice, expands the mind, adding new dimensions and creating exciting new questions to be answered.

Internal Perception - This area is also taught using practical methods and helps students to see the difference between the illusions of the mind and workable, valuable, intuition or perception. The development of this aspect leads to a deeper understanding of people's journeys towards healing and happiness. The use of subtle perception enables the student to learn about the true inner core of life, of what it is to be truly alive, and how to see the real causes and effects of ill health and negative states of mind.

Self Mastery - As a natural consequence of the application and understanding of this practical, theoretical and internal knowledge students grow in wisdom during the course, seeing through their own problems and expanding the vision of their lives. The journeys they make in the healing they experience, deepens their qualities as a healer, while enhancing their personal everyday experiences, relationships and the achievement of treasured goals.

THINGS YOU NEED TO KNOW...

The smooth running of the academy is helped by students knowing the way structures have been set up and how to use them successfully. The following is a guide to these and general workings of the Academy.

LIFE ACADEMY STUDENT PORTAL

At the commencement of your study you will receive an email inviting you to register to the LiFE Academy website – www.life-academy.com.au. Registering to this website will allow you access to recordings of classes and other valuable course material.

It is also an opportunity for you to participate and contribute to our online community of student from around Australia and the world.

Details about how to login and access the student portal will be sent to you upon your registration.

Our feedback from students is that this is an valuable resource and we encourage you to make use of it. Our developers have made every effort to make the system as user friendly as possible.

For some student this technology may be a new and challenging process, PLEASE if you need help navigating this digital terrain don't hesitate to let us know.

LIVE ONLINE CONFERENCES

As well as viewing recordings of classes, you can also come into live classes online from your home. To join these live online conferences is a simple process of clicking on a link contained in an email which will be sent to you just prior to the commencement of the class.

Pay attention to the timetable on the front page of the website for details as to when classes for your modules are running. Be sure to contact LiFE Support if you don't receive the email in time to join. They will be quick to respond.

ACADEMIC CALENDAR

The current academic calendar and timetable is available and maintained on the LiFE Academy website.

DISPENSARY

LiFE Student discount is available on all flower essences supplied by Living Essences of Australia. Products can be posted anywhere in the world as long as they are paid for in full before shipment. Payment plans are available to external students for full kits.

BOOK LIST & STATIONERY

The booklist is available at Administration Reception. Administration does not provide A4 notepaper, pens, scissors, staplers, glue, etc.; therefore students should provide all their own stationery. It is recommended that students use A4 writing paper, as this is a standard size for photocopying, posting, etc.

MODULE BOOKLETS

Module booklets will be issued for each module. All course material and assessments is supplied within or with these module booklets. These can be replaced at a cost depending on the booklet. Further course material is made available to students through their online student portal.

OFFICE HOURS

The office is open to students during the listed office hours only. These are: Monday – Friday 9.00am – 5.00pm. THE OFFICE IS CLOSED DURING PUBLIC HOLIDAYS

CHANGE OF ADDRESS

Students must advise administration immediately of any change of address, phone number, or any other details of their enrolment. Forms are available from reception or by email.

ENROLMENT DETAILS

Students must enrol each semester. Upon submission of the enrolment form, an Approval of Enrolment and Fee Schedule will be forwarded, which students must check carefully to ensure that all details are correct.

CHANGES TO ENROLMENT

Students who wish to make any changes to their initial enrolment (i.e. modules listed on Approval of Enrolment and Fee Schedule) must fill out the Application for Enrolment Amendment Form. Students should be aware of important time limits for enrolment changes. (see refund policy)

ATTENDANCE POLICY

Students are encouraged to attend all lectures, field excursions and workshops. It is highly recommended students attend a minimum of 80% of classes for a given module. The roll will be taken at each class.

BABIES OR SMALL CHILDREN IN THE CLASSROOM

To support mothers and fathers in their profession of care we are happy for them to bring baby or a small child to class and remain quietly in class. We will also provide a room for a support person to look after the baby/child or a parent to get the child to sleep before, during or after a class. Children are the sole responsibility of the parent or support person and must be supervised by them at all times.

BREASTFEEDING ON LIFE ACADEMY PREMISIS

The Academic Board and the staff at LIFE Academy fully support the breastfeeding of children of all ages. We fully support children to be breastfed both in the classrooms and in any area on the LIFE Academy premises. LIFE Academy can on request also make available a private room for breastfeeding.

STUDENT COUNSELLING

Your lecturers and course coordinators, who are always present at lectures, are there to help you in any way they can. If you want more specific counselling ask your coordinator for an appointment with the Student Welfare Officer.

TELEPHONE

The administration telephone is available for emergency calls. Ask your coordinator.

COMMUNITY SERVICE

Due to the holistic nature of LIFE courses, students will be offered to participate in humanitarian service to the community and established charity organizations such as Kids Care and Soup Kitchen.

GRADUATION CELEBRATIONS

At the end of every year the Academy kicks up its heels collectively at the Graduation Night. Students finishing qualifications and any module in between are feted with good food and lively dancing. Some speeches are also permitted!

STUDENT MENTORING

Volunteer senior students will be available for the purpose of mentoring for 1st and 2nd year students finding difficulty in assimilating course information. This has the effect of promoting the atmosphere of community service within LIFE, assisting senior students in reviewing previous course information, and empowering 1st and 2nd Year students to appreciate course information in the language of fellow students.

ASSESSMENT DETAILS

Students are given a module outline at the beginning of each semester, which outlines, learning outcomes, assessments and lecture topics.

Students who fail to meet an assessment deadline and have not followed the correct procedure in applying for a deferral must notify administration immediately. They will be advised of possible outcomes.

AUSTUDY/ABSTUDY students have stricter deadlines for assessments.

ASSIGNMENTS

All assignments must be handed in to the administration office or course coordinator - not to the lecturer. Late assignments will not be accepted (except by prior arrangement with administration.) Penalties may apply at discretion of the lecturer.

A receipt of acceptance should be obtained and retained as proof that your assignment has been accepted by administration. This receipt is date stamped upon acceptance by the administration staff.

Both internal and external students are advised to make a copy of assignment work before handing it in.

External students should post their assignments to;

Attention: External Studies Coordinator
LiFE Academy
PO Box 3012
Joondalup WA 6027
AUSTRALIA

If your module has more than one assignment, please wait to you have finished all the assignments for each module and post them all together.

ASSIGNMENT PRESENTATION

Research and assignment presentation is a substantial part of your course of study. Assignments and Case Records to be presented in a ring binder or transparent sleeve file with each page placed separately in a plastic sleeve. Research Thesis is to be bound and two copies handed in to Administration.

APPLICATION FOR AWARDS

Upon completion a course of study students must submit an Application for Issue of Award Form to receive their qualification.

RESULTS

As assessments are marked, the marks are posted to students individually. These results are also made available in the students online student portal.

Please do not telephone administration office for results!!!

STATEMENTS

Statement of Fees will be sent out at regular intervals.

STUDENT CLINIC

LiFE Academy provides consultations to students and the public and sells remedies at a discounted price. Students are encouraged to utilise the Clinic and Dispensary, and to promote the clinic to the public as much as possible.

FIELD TRIPS

It is highly recommended that students attend field trips. As some field trips are reliant on particular areas being in flower, the times of the field trips can only usually be given a month in advance.

INTERSTATE AND OVERSEAS STUDENTS

Students who are learning by distance education have a coordinator whom they can contact online or by telephone during office hours. As far as possible services available to local students are translated into the distance education package, including counselling and mentoring.

International students will be given support by staff and students to make their stay in Australia as enjoyable and rewarding as possible.

LOST PROPERTY

The Lost Property Box is kept by Administration. Ask your course coordinator if a belonging is there and it can be searched for.

SMOKING

Smoking is prohibited in all LiFE buildings. Employees and students are reminded that the use of tobacco products is also prohibited in the following situations: At any formal meeting involving Staff and/or Staff and Students, Near buildings where the smoke carries inside, near building entrances, doors or air conditioning vents or ducts, At any field excursion or outdoor event

STUDENT PARTICIPATION AGREEMENT

In the spirit of holistic health and well being the Academy requires that staff and students communicate courteously at all times and if the student is having difficulties with the curriculum or any other facet of the LiFE Academy environment he/she will be directed to the appropriate staff member or senior student mentor to assist in the goal of resolution.

It is the responsibility of the student to attend classes, field trips, and examinations punctually. If a lecture is missed, it is the student's responsibility to make arrangements for the collection of notes and information conveyed and distributed in the lecture.

The student will pay full fees at enrolment or make special arrangements with administration for periodic payment of fees.

The student is responsible for paying attention to communications from the academy for any changes to the academic calendar, publication of exam results, and LiFE Academy events and happenings.

Students are responsible for working and acting safely. Student responsibilities include:

- Complying with all LiFE Academy Occupation Health and Safety policies, procedures and instructions;
- To comply with all health and safety instructions given by an LiFE Academy staff member;
- Not willfully placing ones self at risk or others at risks by ones actions;
- Taking action to avoid and minimize hazards, by using any safety devices and personal protective equipment;
- Keeping themselves informed with emergency and evacuation procedures and the location of first aid kits and emergency equipment;
- Reporting all hazards or potential hazards of which the student is aware of and helping in the minimization of that hazard;
- Reporting all accidents or near accidents to the Lecturer or Class Coordinator.

At the time of enrolment LiFE Academy Students are required to have read and understood their responsibilities and requirements which are outlined to them in the LiFE Academy Student Handbook which is made available to students electronically or in print if requested.

Internal students sign a Student Participation Form acknowledging their agreement to the requirements outlined in the Student Handbook. External students are posted one of these forms with their module material accompanied by an addressed envelope for them to return.

SCHEDULE OF FEES

Registration Fee	\$50.00
Late Application for Enrolment Fee	\$20.00
Withdrawal of Module Fee	\$50.00(see Refund Policy)
All Supplementary Examinations (Applicable per assessment per module)	\$40.00
All Deferred Examinations	\$40.00
Initial RPL Application/Exemption	\$20.00
RPL Challenge Assessment (per challenge assessment)	50% of module costs
Attendance Only Fee	Standard module fee
Duplicate Copy of Results (per copy)	\$20.00
Duplicate or Replacement of Award	\$50.00

CODE OF PRACTICE

Aims and Objectives

The LiFE Academy aims to bring the highest and broadest level of knowledge and training in Holistic Counselling, Mind-Body Medicine, Flower Essence Therapy and related studies and training.

This is achieved through dedication and commitment to the all round welfare of students and staff. To aid in this objective the Academy closely adhere to its Continuous Improvement Policy which is applied through every avenue of administrative and academic activity, and other policy and procedures to ensure the smooth functioning and ongoing development of the Academy and its services.

Every endeavour will be made and pushed by this organization for you to complete your studies as you enroll and pay for.

STUDENT SUPPORT

The Student Support Policy has been created to ensure that the aims and objectives of the Academy in providing the best possible environment, knowledge and training for students of the Academy, are achieved.

The Policy states:

Every student is to be respected as an individual and given support for their student activities in whatever way is feasible for the Academy collectively, or staff members individually, within the scope of their duties. That the Academy collectively, or staff members individually, will seek always to offer help to students wherever practicable in any problem affecting their studies.

Every student should support every fellow student in their aim for successful completion of their studies and be able to study in an environment of encouragement.

ENROLMENT PROCEDURE

Students who wish to enrol or who wish to re enrol are required to

- lodge the completed enrolment form with the administration office by the prescribed date
- commit to pay agreed study fees
- ensure receipt and correct particulars of Approval of Enrolment and Fee Schedule from student administration

APPROVAL OF ENROLMENT AND FEE SCHEDULE

The Approval of Enrolment and Fee Schedule is the formal acknowledgement to a student that the administration office has accepted the enrolment form.

The Approval of Enrolment and Fee Schedule details a student's enrolment as it is recorded by the Academy.

Upon receipt of the Approval of Enrolment and Fee Schedule it is essential that the student carefully check all details. Failure to do so may result in the imposition of standard fees, excess tuition fees above their actual enrolment and enrolment policy limitations.

Students who do not receive an Approval of Enrolment and Fee Schedule within 4 weeks of lodging their enrolment with administration should communicate immediately with the student administration.

CONFIRMATION OF ENROLMENT

Confirmation of Enrolment statements are available upon request for those students requiring particular details relevant for AUSTUDY/ABSTUDY or other purposes.

ADDITION OF MODULES TO ENROLMENT

Following the initial enrolment, a student may add one or more modules in accordance with the approvals required by the enrolment rules. Modules may be added in first semester and second semester by lodging the completed Application for Enrolment Amendment form, with the appropriate fees, in accord with the prescribed date.

REFUND POLICY

Fees are protected by the Administration procedure of holding all fees and deposits within the Academy account for four weeks after the commencement of any Module. This allows for refund of fees under the refund policy.

WITHDRAWAL OR DEFERRAL OF BEFORE THE THIRD WEEK OF SEMESTER

Prior to the commencement of the module of study a student may withdraw or defer without penalty. That is they will be entitled to a full refund of any fees paid.

Withdrawals or deferrals by the end of the third week of a semester module will attract a \$50 withdrawal fee. They will be otherwise eligible for full refund of any fees paid.

Students are required to advise administration of their withdrawal or deferral by phone or in writing.

In the event where a module has been cancelled by the LiFE Academy a full refund will be applied.

WITHDRAWAL OR DEFERRAL AFTER THE THIRD WEEK OF SEMESTER

Withdrawals or deferrals after the third week will require full payment of the fees advised as per the Approval of Enrolment and Fee Schedule notice to the student. The student is eligible to reenrol at a later date with full credit for fees previously paid with an additional repeat \$50 reenrolment fee.

Withdrawals or deferrals after three weeks of lectures resulting from circumstances outside the control of the student may lodge a written appeal to the directors requesting exemption from the late withdrawal policy.

RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning is a process that enables the student to match skills they already have against objectives/learning outcomes of a module. Where the student can show that they already have the necessary skills, a credit for the module will be granted without the requirements for further training or course assessments.

Students are required to complete an application to the Academic Board upon initial enrolment of a prescribed course, by filling in the appropriate form and attaching the relevant course outlines and official result sheets. Only applications for credit of full modules are acceptable. Students may not apply for credit for a component of a module.

When an applicant wishing to enroll in a course requests exemption from a module or subject on the basis of life experience or work experience, evidence of this experience is required. Documents must include references and/or referees who can be readily contacted.

Where no documentation is available, the applicant may be offered a challenge test in the subjects concerned. The challenge test can take the form of short or long answer responses, oral and/or practical tests by a qualified assessor in accordance with Certificate IV Workplace Assessment criteria.

Recognition of Prior Learning (RPL) exist in a number of forms:

- a. Formal training in a related course
- b. Work experience in the profession or industry
- c. Work experience in a related profession or industry
- d. Life Experience
- e. Any previous non-accredited courses

a) Formal Training in a Related Course

Applicants who have completed similar subjects from a related profession are generally given exemption for those subjects. Qualified Naturopaths, Medical Practitioners, Dentists, Physiotherapists, Chiropractors, Osteopaths, Chinese Medical practitioners, Acupuncturists, Nurses, Pharmacists, Dietitians etc. should gain exemption from part or all of the basic medical sciences, upon validation and depending on their individual circumstances. Each application is assessed individually.

b) Work Experience in the Profession or Industry

Applicants in this category usually have extensive experience in the commercial retail aspects of the alternative health care or health food industry. As such they may gain exemption from a number of subjects with respect to the individuals experience combined with challenge tests

c) Work Experience in a Related Profession or Industry

Applicants in this category have experience and employment or training in a paramedical profession. Credit will be given for knowledge and skills in appropriate subjects, and generally a challenge test will be required to establish competency in a subject.

d) Life Experience

Where an applicant wishes to claim exemption or credit of subjects on the basis of life experience, documentary evidence of the experience is required. The documents must provide references and referees who can be contacted. If no documentation exists RPL will be assessed through a series of discussions and challenge tests, it will be ascertained what subjects the applicant may be exempted from.

APPLYING FOR AN RPL

On application for an RPL based on work/life experience, the applicant must provide a current curriculum vitae and two (2) references relevant to the application. To further enhance the application the student should consider providing :

Attestations – from people who can speak about the skills the student has displayed. (This may be in the case of clinical experience.)

A Portfolio gathering specific examples of skills already gained that match the learning outcomes of the specific module.

Application Outcomes

The staff member responsible for RPL assessment will review the application and if appropriate, an interview will be arranged or a Challenge Assessment may be set. The CEO will sign off on the RPL or Challenge Assessment and either approve it or further assess it with the relevant trainer/assessor.

The applicant will then be notified of the application outcome.

- Successful recognition with full module credit transfer from a recognised college no challenge assessment required.
- Challenge assessment for module required.
- Unsuccessful recognition or assessment – student is required to enrol in module.

Cost of RPL

In the case of RPL the cost of assessment and processing will incur a fee payable by the applicant to cover the cost of assessment, verification, and or challenge test.

RPL Application Cost - \$20.00 per module

Challenge Test Application Cost (if applicable) - 25% of module cost /non-refundable

FORMAL TRAINING IN A SIMILAR COURSE OF INSTITUTION (CROSS-CREDITS)

It is possible for an applicant to gain credit in a subject that has already been completed at another VETEC and/or Nationally Accredited training institution. Each case for this is viewed separately. The academy or institute concerned must provide proof of training. Transfers, credits and exemptions follow a common procedure but each applicant is assessed individually – this is a no fee for this procedure.

PRINCIPLES OF ASSESSMENT

1. Assessment should be designed to promote learning and improve student performance.
2. Assessment methods and the criteria, by which work will be judged should be explicit, based solely on academic achievement and reflect the scope of the major stated objectives of the unit.
3. Assessment should be demonstrably fair and every effort should be made to ensure that it does not discriminate on grounds that are irrelevant to the achievement of the unit objectives.
4. Feedback should be informative and constructive and, so long as work is submitted by the due date, provided in time to be useful in subsequent assessment in the unit.
5. Grading processes should be transparent and reflect the extent to which the student has achieved the major stated objectives of the unit.

ASSESSMENT METHODS

Sources of evidence

Assessment of a unit shall be based on more than one assessment point in time and more than one assessment method.

Supervised assessment

At least one component of work shall be undertaken in the presence of academic staff or supervisor with supervised assessment accounting for at least 30% of the final mark. This may include: written tests or examinations; seminar/tutorial presentations including responses to questions; practical tasks including performance, technical or field work; oral assessment and class participation.

Collaborative work

Where ever group projects are assessed, procedures for establishing roles and responsibilities of group members, mechanisms for gauging the contributions of individuals to group projects, and procedures for the resolution of disputes or for dealing with defaulting group members must be in place and described to students in writing.

Written advice on assessment processes

By the end of the first week of the unit, the Unit Coordinator must provide students with a written statement of the assessment requirements, including assessment methods and weighting. Where assessment is to be negotiated, this must be stated in the initial description of the unit and the negotiated assessment provided in writing by no later than the second week of semester. Students are responsible for ensuring that they obtain a copy of this written statement. Any significant changes from requirements outlined in this statement require the support of the majority of students in the unit and subsequently all students must receive written notification of the changes.

Normally this statement will form part of the internal or external study guide.

The statement must provide information on:

- Unit objectives
- The type and nature of each assessment component including tasks and topics, word limits and weightings. Where there is provision for some negotiation of assessment tasks the procedures for this negotiation should be clearly stated.
- The criteria for the assessment of each component including any requirements regarding presentation.
- Due dates for assignments, clear procedures for electronic submission, if allowed, and the responsibility of students to keep a copy of all assignments handed in for assessment.
- The dates of any assessable tasks which have to be carried out in class.
- Rules governing the formation and functioning of groups where used for assessment, mechanisms for determining the contributions of individuals to group projects and the distribution of marks amongst group member.

PLAGIARISM AND COLLUSION

Plagiarism and collusion are defined as including any of the following five types of behaviour and apply to work in any medium (for example, written or audio text, film production, computer programs, etc):

1. Inappropriate/ inadequate acknowledgement Material copied word for word that is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.
2. Collusion - Material copied from another student's assignment with her or his knowledge.
3. Verbatim copying - Material copied word for word or exactly duplicated without any acknowledgement of the source.

4. Ghost writing Assignment written by third party and represented by student as her or his own work.
5. Purloining - Material copied from another student's assignment or work without that person's knowledge.

MARKING AND MODERATION POLICY

Suitably qualified staff of the LIFE Academy will be responsible for the marking of assessments.

Written assignments and written exams will be marked and results issued to students within four weeks of the assessment being completed.

Practical assessments and practical exams results will be issued to students within four weeks of the assessment being completed.

Moderation of the marking process will occur during each exam period.

Assignments and Exams are generally marked in a “round table” environment of several lecturers, where consensus of a grade is decided.

The Academic Board will govern the system of moderation and marking and will have quarterly meetings to ensure that the process is being adhered to.

The Academic Board will adjudicate any appeals against assessment results.

All students have the right to appeal against a grade awarded for an assessment.

DEFERRED ASSESSMENT POLICY ABSTUDY/AUSTUDY STUDENTS

1. A student may be granted deferred assessment in a unit or units on the grounds of serious illness or other exceptional personal circumstances that seriously impair the student's performance. The following conditions apply:
 - a. the student must have been up-to-date with the assessment requirements of the unit at the time the circumstances requiring deferred assessment arose
 - b. to be considered up-to-date with the assessment requirements of a unit, at the time the circumstances requiring deferred assessment arose the student must have submitted all work due for assessment by then (or been granted an extension to a later date), and it must still be possible to pass the unit;

- c. if the application is on medical grounds, a medical certificate must be attached to the application
2. Deferred assessment requires the approval of the lecturer, acting within guidelines approved by the CEO
3. Deferred assessment is not normally available for units in which the student has been granted supplementary assessment.

SPECIAL CONSIDERATION

1. Deferred assessment is not the only means of addressing difficulties that students may face in completing their units. Lecturers may give special consideration to students whose performance has been affected but who are not eligible for deferred assessment.
2. The availability of special consideration in assessment is at the discretion of the lecturer, in consultation with the CEO.
3. Special consideration may take one of two forms:
 - a. recommendation of the award of supplementary assessment to a student whose marks were below a pass mark.
 - b. sympathetic consideration in the determination of the overall grade where the result is borderline.
4. The following procedures will apply when submitting applications for special consideration:
 - a. students seeking special consideration on the grounds of illness are required to provide a medical certificate.
 - b. students seeking special consideration on grounds other than illness are required to provide supporting documentation.

DEFERRED ASSESSMENT POLICY FOR NON-ABSTUDY/AUSTUDY STUDENTS

A student may be granted deferred assessment in a module penalty free for up to two years from their year of their enrolment by notifying student administration of their circumstances.

Students deferrals of more than two years will be assessed for version control by student administration and if assessment criteria has changed then they will be required to submit the updated assessment. If the unit curriculum has considerably changed in this time then they will have to resit the module in full.

Full fees will be required to resit in this situation.

STUDENT GRIEVANCES RESOLUTION

POLICY

The Academy will provide a mechanism that aims to resolve student grievances and complaints in an expeditious and satisfactory manner.

The LiFE Academy is committed to providing a harmonious and positive work and study environment. The Academy is committed to provide an environment that does not tolerate discrimination or harassment. By providing a clear set of procedures for dealing with student grievances and complaints it is expected that these can be dealt with at the local level and with the minimum number of people involved.

Grievance resolution procedures will be conducted in accordance with principles of natural justice and all parties treated equally and fairly. The prime objective of these procedures is to achieve a fair and reasonable resolution of complaints.

Note: if a student does not wish to be identified during the investigation of a complaint or grievance the matter should be classified as an informal complaint. When a complaint or grievance is submitted in writing and signed, the matter will be treated as a formal complaint

PROCEDURES

A. Complaints relating to academic programs, decisions of committees and administrative operations

1. Students' complaints may relate to –
 - a. academic programs, (content or structure)
 - b. delivery of a course or of a whole program
 - c. methods of assessment
 - d. administrative action/inaction, procedure or decision
 - e. research supervision
2. Students are encouraged to raise complaints informally in the first instance either by personal approach or through an advocate such as the Course Coordinator or Student Welfare Officer. Wherever possible issues or matters should be discussed with the person who has immediate responsibility, which is the lecturer/staff member concerned.
3. If an effective solution cannot be found the matter may be referred informally to the person responsible for the area. Problems or issues arising from decisions of Administration or Academic Board may be raised with the relevant person in charge or if appropriate, the convener of the Grievance Panel which is the Student Welfare Officer.
4. Formal complaints must be made in writing and addressed to the Grievance Panel and handed in to Administration. A person receiving a written complaint should acknowledge its

receipt in writing within five working days and provide the complainant with written reports (at least one per month) about progress towards resolving the complaint.

5. If the Grievance Panel accepts that a complaint has substance then they will either implement changes or recommend changes to the appropriate person or committee to reform or redress the issue.
6. When a complaint is found to have substance, the panel will consider whether other students' interests have also been affected and take whatever steps practicable to ensure equitable treatment.
7. If after three months the complainant is dissatisfied with progress or findings of the panel or believes the panel cannot satisfactorily resolve the matter it may be referred in writing to the CEO (the Director). The CEO's decision will be final.

B. Appeal Process

8. If new and important evidence comes to light on the matter of the grievance from any of the parties involved then this can be submitted in writing to the Grievance Panel and CEO for consideration of reconvening the Grievance Panel, or for the CEO to reconsider the decision outcome. Notification of the decision of this will be given within 10 working days of receipt of the new information.

C. Complaints relating to individual staff members

9. The complainant and/or advocate should take all reasonable steps to resolve a complaint by discussion with the staff member concerned in the first instance.
10. If discussions with the staff member do not resolve the matter the complainant may refer the matter to the Education Director in an effort to reach a satisfactory outcome. The complaint should continue to be treated as an informal complaint.
11. If the matter is not resolved the complainant may lodge a formal written complaint with the Grievance Panel. The formal written complaint must state the basis of the complaint and provide supporting information.
12. Should the staff member involved in the complaint be a member of the panel, they shall be excluded from discussion and judgment for this case. The panel will advise the respondent in writing within three working days that a formal complaint has been lodged and provide details of the complaint. The panel will make a file note of the matter. All parties may agree to and participate in mediation (conducted by a person agreed between the parties) on a voluntary basis.
13. The panel should acknowledge receipt of formal complaints within five working days. If the panel believes it necessary to investigate a complaint, both the complainant and respondent should be informed and the matter dealt with expeditiously. The complainant should be informed in writing of the progress of the investigation, when the next written advice is to be given and so on, within 10 working days. Throughout the process a mediator (agreed between the parties) may continue to meet with the parties in an effort to reach a resolution.

14. The panel will counsel all persons involved in the investigation to ensure that the complainant is not a subject of victimisation. If a complainant fears victimisation, the panel may be requested to make arrangements to protect the complainant's interests. These arrangements may include (where possible) alternative classes, moderating assessments, etc.
15. At the conclusion of the investigation the panel should advise both the complainant and the respondent in writing of the outcome of the investigation within three working days.
16. When a complaint is found to have substance, the panel will consider whether other students' interests have also been affected and refer the matter to the person responsible for the area to take whatever steps practicable to ensure equitable treatment.

D. Record keeping of complaints against individuals

17. When informal complaints are resolved no permanent record of the matter will be kept. However, file notes should be maintained until the matter is resolved.
18. If a formal complaint is substantiated, all records relating to the matter will be placed on the respondent's personal file. A copy of the records will be provided to the respondent who is entitled to attach comment. No other records will be kept.
19. If a complaint is not substantiated, all records relating to that complaint will be destroyed.

ACCESS AND EQUITY POLICY

Overview

LIFE Academy's principle for equality is for its staff to review its policies and procedures, faculties and services to promote equal opportunity for staff and students to ensure that:

LIFE Academy provides a caring and supportive environment that acknowledges diversity and promotes excellence.

No staff member or student is disadvantaged on the grounds of gender, race or ethnicity, disability or impairment, age, socio-economic status or sexual orientation.

LIFE Academy promotes equality through our promotion of programs and initiatives to support students from the following equity groups:

- People from rural and isolated backgrounds
- People from socio-economic disadvantaged backgrounds
- People with disabilities or impairments
- People from cultural and linguistic diverse backgrounds
- People of Aboriginal and Torres Strait Islander descent

LIFE Academy is committed to supporting its principles regarding equity and diversity and provides internal procedures for complaint resolution. These procedures include information in handbooks that informs both staff and students of acceptable behaviour within the academy, and policies that cover unlawful harassment and discrimination (see Policy and Procedure for the Resolution of Student Grievances), and ensure that all conflicts are dealt with respectfully and resolved quickly.

Issues regarding discrimination should immediately be reported to a LIFE Academy staff member. Meetings can be arranged between members of both parties in a conflict and members of the LIFE Academy Grievance Panel within the Academic Board to ensure an entirely confidential and quick resolution to all conflicts. LIFE Academy wishes to encourage students and staff to be confident that should the unlikely occurrence that a conflict arises that it will be dealt with in the very best manner with the interests of both parties taken into consideration.

EQUAL OPPORTUNITY ACT WA 1984

The objects of the Equal opportunities ACT, enacted by the Western Australian Parliament in 1984 are:

To eliminate discrimination on the grounds of sex, marital status or pregnancy, family responsibility of family status, race, religious or political conviction, impairment, age or gender, work history, accommodation, education, accommodation, the provision of goods, facilities and services, access to places and vehicles, land and the membership of clubs.

To eliminate sexual and racial discrimination and harassment in the workplace, educational institutions and accommodation.

To promote to the community recognition and acceptance of the equality of men and women of all races, political convictions, impairments or their age.

Definition of Discrimination

Discrimination is defined as giving less than favorable treatment to another person(s) on any grounds of unlawful discrimination (such as age, sex or race) in any areas of public life covered by the act, such as schools and employment.

BREASTFEEDING ON LIFE ACADEMY PREMISES

The Academic Board and the staff at LIFE Academy fully support the breastfeeding of children of all ages. We fully support and allow children to be breastfed both in the classrooms and in any area on the LIFE Academy premises. LIFE Academy can on request also make available a private room for breastfeeding.

CHILDREN IN THE CLASSROOMS

LIFE Academy is in full support of parents having their small children in class with them and on the premises of the Academy as long as they are under the direct supervision of the parent or a support person provided by the parent, AT ALL TIMES.

FURTHER INFORMATION

LIFE Academy provides external courses and flexible study programs for people in remote areas and persons whom may not be able to attend class due to a physical impediment.

LIFE Academy directs students to literacy programs for people whom have trouble with English, or have English as their second language.

LIFE Academy also offers its text in a range of different languages, such as Japanese, Portuguese and German.

LIFE Academy also offers study skills workshops for mature aged students and people whom wish to relearn their learning skills (such as essay writing and note taking).

OCCUPATIONAL HEALTH AND SAFETY

Overview

1. It is LIFE Academy policy to provide a safe and healthy working and learning environment for its staff and students.
2. LIFE Academy will achieve this by taking positive action to prevent injury or ill health, in compliance with health and safety measures required by law.
3. Promoting a consciousness of safety and health matters is considered in all situations where staff and students are concerned and are regarded as an essential part of responsible management.
4. LIFE Academy has nominated an Occupation Health and Safety representative and encourages both staff and students to report matters of health and safety to this Representative.

THE OBJECTIVES OF THE OCCUPATION HEALTH AND SAFETY ACT 1984

- To promote and secure the health and safety of people in their workplace
- To protect people against hazards in the workplace
- To secure safe hygienic workplace environments
- To reduce, eliminate and control hazards on the workplace

- To encourage cooperation between employers and employees in creating a safer working environment

SERVICES PROVIDED BY LIFE ACADEMY REGARDING OCCUPATION HEALTH AND SAFETY

1. LIFE Academy ensures compliance with statues, codes of practice and standards in relation to occupational health and safety.
2. Development of policies, procedures, work safe practices standards for health and safety
3. Promotion and coordination of a health and safety representative
4. Investigation of accidents as necessary
5. Preparation of reports to the CEO and administration regarding health and safety issues. Enabling the elimination or control of hazardous situations and the implementation of appropriate control strategies
6. Collection of current information regarding health and safety, such as current legislation and standards
7. Assistance with the resolution of Occupation Health and Safety issues

LIFE ACADEMY OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

Hazard Resolution

1. LIFE Academy Hazard resolution Procedure (Guidance notes)
2. LIFE Academy Hazard resolution flowchart
3. LIFE Academy Hazard report form

Accident Resolution and Reporting

1. LIFE Academy Accident investigation and reporting procedures (Guidance notes)
2. LIFE Academy Accident report form

Human Resource Policies and Procedures

The following Occupational Health and Safety policies and procedures are approved by the CEO and administration

1. Emergency Response
2. First Aid
3. Occupation Health and Safety
4. Smoking on LIFE Academy premises
5. Sudden Death

HAZARD RESOLUTION

LIFE Academy Hazard Resolution Procedure

With the intent of fulfilling the Occupational Health and Safety Act 1984, the initial responsibility for resolving a health and safety issue is with an LIFE Academy employee or a Course Coordinator.

1. Any staff member of LIFE Academy whom identifies a hazard is to report the hazard as soon as possible to the OHS Representative using the Hazard Report Form (HRF).
2. After receiving the HRF the OHS representative is required to consult the person(s) who reported the hazard they are then to:
 - a. Investigate the matter through consultation with the person(s) who reported the hazard;
 - b. Resolve the matter;
 - c. Document the action taken on the HRF;

It is expected that most Hazards will be dealt with at this stage.

3. Should the matter be unable to be resolved and any other issues arise, the matter is then reported to administration and the matter discussed at the next meeting. Administration will then fill out the remainder of the HRF.
4. If the matter cannot be resolved satisfactorily, the Administration will escalate the unresolved matter to the next level of CEO. This process is to continue until the matter is resolved satisfactorily.
5. In matters of extreme urgency or in the instance where the hazard is life threatening the issue should be immediately reported to the Administration through the OHS representative.
6. The Hazard Resolution Procedure (HRP) is to be followed at all times and all the necessary Parts of the HRF completed. No staff member is to bypass this procedure except in an emergency.
7. Should the matter still be unresolved a representative from LIFE Academy should notify an inspector from Work Safe Western Australia.

NOTE: If a hazardous occurrence should arise where the student or employee has to cease that particular activity, they must notify the employer and the OHS representative immediately.

HAZARD RESOLUTION PROCEDURE

IDENTIFICATION

The Staff member who identifies a hazard is to report the matter to the OHS representative via a Hazard Report Form (HRF).↓

CONSULTATION

The OHS representative is to consult with the person(s) who reported the hazard investigates and try and resolve the matter. The controlled action is then documented on the Hazard Report Form (HRF). If the matter is still unresolved then the matter is taken to the Administration.↓

OUTCOME

↓

RESOLVED

↓

● Issue resolved no further action taken.

UNRESOLVED

↓

● Issue unresolved further action required↓

CEO

The matter will then go to the CEO. They are to attempt to resolve the matter. They will then fill out the required parts of the HRF.

↓

OUTCOME

↓

RESOLVED

↓

● Issue resolved no further action taken.

UNRESOLVED

↓

● issue unresolved further action required.

↓

STILL UNRESOLVED

The matter is then taken to Work Safe Western Australia for resolution.

↓

OUTCOME

↓

RESOLVED

↓

● Issue resolved no further action taken

UNRESOLVED↓

● The appropriate action is taken until a resolution is found

LIFE ACADEMY ACCIDENT INVESTIGATION AND REPORTING PROCEDURES

All accidents must be reported and investigated to ensure the safety of both students and staff alike. This will help with the implementing of effective Occupational Health and Safety strategies. It is also a lawful requirement that all “Notifiable Accidents” are reported to Work Safe Western Australia.

ACCIDENT: An unintentional and unexpected event that could possibly cause harm.

Results of accidents could include:

1. Personal injury;
2. Damage to property and equipment;
3. Personal injury and damage to property and equipment;
4. Death; or
5. Death and damage to property and equipment.

Accident types and action to be taken:

1. Near miss: The instance where a hazard exists but to date no injury or damage has resulted.
Action: A Hazard report Form (HRF) should be filled out and given to the Occupational Health and Safety representative (OHS Rep).
2. First Aid: The instance where a minor injury occurs and it requires first aid treatment.
Action: The minor injury should be recorded on an Accident Report Form (ARF), which is located at LIFE Academy administration and given to the OHS Rep to investigate further.
3. Minor Accident: The instance where an injury occurs that requires either first aid or medical assistance.
Action: The accident should be recorded on an A.R.F. and given to the OHS Rep. The form must be completed regardless of whether there are medical expenses incurred.
4. Major Accident: The instance where a serious injury occurs or damage occurs.
Action: The accident should be recorded in an A.R.F and given to the OHS Officer to investigate.

Notifiable Accidents:

As per the requirements of regulations 2.4 and 2.5 of the Oh&S Regulations, The OHS Rep will advise WorkSafe Western Australia of: “Notifiable Accidents and Diseases”.

STUDENT RESPONSIBILITIES REGARDING OCCUPATIONAL HEALTH AND SAFETY

Students are responsible for working and acting safely. Student responsibilities include:

1. Complying with all LIFE Academy Occupation Health and Safety policies, procedures and instructions;
2. To comply with all health and safety instructions given by an LIFE Academy staff member;
3. Not willfully placing ones self at risk or others at risks by ones actions;
4. Taking action to avoid and minimize hazards, by using any safety devices and personal protective equipment;
5. Keeping themselves informed with emergency and evacuation procedures and the location of first aid kits and emergency equipment;
6. Reporting all hazards or potential hazards of which you are aware of and helping in the minimization of that hazard;
7. Reporting all accidents and near misses to the Lecturer or Class Coordinator.

EMERGENCY RESPONSE

In the unlikely event of an emergency, a LIFE Academy staff member (Lecturers, Class Coordinators and Administrators) will act according to the emergency such as:

1. In the event of a fire your Class Coordinator will direct you to the nearest fire exit and away to a safe area.
2. In the event of a medical emergency the Lecturer and Class Coordinator will assess the event and call an ambulance.

FIRST AID

Should you need to be attended to for first aid a key may be obtained from your Class Coordinator to open the first aid box found on the wall by the door to the classroom. Unless it is an emergency only a LIFE Academy staff is allowed to open the First Aid Kit. All accidents requiring first aid must be reported to the Occupational Health and Safety Representative, by filling out either a Hazard Report Form (HRF) or an Accident Report Form (ARF). These forms can be acquired from the Administration desk or any staff member (i.e.; Class Coordinator).

COPYRIGHT AND INTELLECTUAL PROPERTY POLICY

Purpose of Copyright and Intellectual Property Policy

To provide clarity about the ownership of Intellectual Property (IP) and respect of Copyright protection.

Policy Statement

This policy covers IP generated by all LIFE Academy and its staff and students.

Definitions

Commercialisation/commercialise

To make, sell, copy, adapt, apply, publish, develop, use, assign, license or otherwise utilise IP with the aim of producing financial or other commercial gain. Fees paid by students are excluded from this definition.

Course of their Duties

The scope of duties as a staff member as set out in the terms and conditions of any applicable enterprise bargaining agreement, contract of employment, position description or any other agreement between the staff member and LIFE Academy in effect at the time at which the IP was generated.

Development

The use of a resource for gain, whether for commercial benefit or otherwise.

Indigenous Work

Work about the culture, laws and traditions of Aboriginal or Torres Strait Islander people.

Intellectual property (IP)

Includes information, ideas, inventions, innovation, art work, design, literary texts and any other matter or thing whatsoever as may be capable of legal protection or the subject of legal rights.

Includes the following rights recognised by Australian and/or foreign law:

1. circuit layouts protected under the Circuit Layouts Act 1989;
2. copyright protected under the Copyright Act 1968;
3. designs registered under the Designs Act 1906;
4. patents registered under the Patents Act 1990;
5. plant varieties registered under the Plant Breeder Rights Act 1994;

6. trade marks registered under the Trade Marks Act 1995 and trade marks or names protected at common law or under the Trade Practices Act 1974;
7. confidential information including secrets arising from an unpatented invention;
8. creative arts such as visual or literary works, musical compositions, choreographies, non-documentary film, video or multimedia;
9. teaching and learning resources including materials used in unit or course delivery, including but not limited to: Academy commissioned and published textbooks, course outlines, study guides, examination papers, lecture notes, Web pages, Web sites, learning environments, learning objects and associated programming code, media, multimedia, graphics and visual images, or unit and course administration tools;
10. other rights resulting from intellectual activity in the industrial, commercial, scientific, literary and artistic fields.

Moral Rights

Rights independent of the Originator's economic rights and continue to exist after the transfer of economic rights. They include the right of the Originator to be made known to the public as the creator of the work; integrity which prevents distortion of the work and others such as the right to choose whether to publish, to restrain excessive criticism of the work and to prevent violations of the Originator's personality.

Originator

The person or persons who generate the IP in question.

Resources

Includes: human resources, equipment, accommodation, administrative facilities, support facilities (eg. library, computing services), utilities (eg., power and telephone), existing IP and any other inputs made by the Academy, directly or indirectly which are committed to supporting the creative process.

Responsible Staff Member

The staff member who is leading a staff project or supervising a student project.

Staff

A person by whom work is done under a contract of employment or an apprentice or industrial trainee.

Student

Any person who is enrolled as a student at the Academy.

Academy IP

IP created by staff in the course of their employment.

Principles

1. LIFE Academy will provide a positive and creative environment in which staff and students can work together in the discovery, accumulation and communication of knowledge.
2. The IP rights of the Academy, its staff and students shall be respected.
3. A framework will be established that encourages and supports the development of IP created through Academy activities.

Policy Content

A. MORAL RIGHTS

1. The Academy shall take reasonable steps to respect the right of an Originator to be acknowledged as the creator of copyright, and to endeavour to ensure that others respect that right, unless the Originator wishes not to be acknowledged.
2. The Academy will also take reasonable steps to ensure Originators have the right to object to changes to their work that would be prejudicial to their reputation.

B. OWNERSHIP OF INTELLECTUAL PROPERTY

1. The ownership of IP generated by staff or students as a result of activities conducted both under the auspices of the Academy or under the support of a client needs to be decided. The Academy, shall arrange by individual agreement the control of the development of commercially viable IP and the allocation of the proceeds of that development.
2. Staff
 - a. The Academy claims ownership of the IP created by staff in the course of their duties. For the purposes of this policy this will be referred to as "Academy IP".
 - b. Notwithstanding 1 above, the Academy will assign its IP interests to the Originator in relation to works of the creative arts and to published books and articles, with the exception of those in which substantial Academy resources have been utilised in their creation (such as Academy funds, resource development services, Academy commissioned works, office equipment and supplies and secretarial services). The CEO will determine whether 'substantial Academy resources' have been utilised in accordance with Academy Policies and guidelines on the use of Academy assets for private use.
 - c. If a Staff Member has created IP that is unrelated to the work done by them in the course of their duties at the Academy the Academy does not own the IP
 - d. Section 4 (a) applies if IP is created by staff in their role as a student.
3. Students
 - a. If no employment relationship exists between the Academy and a student, or if there is no relationship with a third party as a sponsor of a program, or project that could claim part or full ownership, then the student owns the IP he/she creates during his/her studies.

- b. In the event that the IP of a student's work is considered commercially viable, the Academy will encourage the student to protect and develop this property. Should the student decide to assign the ownership of the IP to the Academy to facilitate its protection and commercialisation, the student will be entitled to a share of the net surplus on the same basis as Academy staff, provided that a licence to develop the commercial potential of the IP is conferred upon the Academy.
 - c. In the event that IP is originated by a student independently or privately, then the Academy will not consider assisting the student to protect or develop the property unless a proportion of the net surplus is assigned to the Academy.
 - d. The Academy recognises that students retain copyright in their thesis even if they assign the IP that forms part of the thesis.
 - e. Where IP is developed jointly by staff and students, the proportion of ownership of the IP should be subject to a separate agreement negotiated between staff and students addressing the revenue arrangements.
4. Indigenous Works
- a. The Academy recognises the emotional, spiritual and cultural links that may exist in an Indigenous Work.
 - b. For the reasons given in clause B5(a) the Academy claims no ownership of the copyright in such works.
 - c. In areas of doubt the Academic Board will determine, after suitable consultation with relevant groups within the Academy (including appropriate Indigenous Australian staff), what works are regarded as Indigenous Works for the purpose of this clause.
 - d. The Academy may exercise its rights in a manner consistent with its recognition of the emotional, spiritual and cultural sensitivity of such works.
 - e. The Academy must consult with the Originator of an Indigenous Work before making any use of the work.

C. ACCESS, USE AND PUBLICATION OF INTELLECTUAL PROPERTY

1. **Duty not to act contrary to the Academy's Rights.** Staff or students who do not own the IP vested in a particular work must not:
 - a. apply for any form of protection for that IP; or
 - b. commercialise or otherwise deal with that IP or
 - c. do any act or thing in a manner inconsistent with the Academy's rights and this policy.
2. **Bringing IP to LIFE Academy.** Where the owner or Originator of IP created prior to enrolment in a course of studies or the start of employment with the Academy brings or intends to bring IP to the Academy to be used in the course of studies or within the Course of their Duties or otherwise, such persons may be required to assist the Academy in determining whether that IP is entirely owned by them by providing the Academy with:
 - a. an inventory of that IP
 - b. all documents relating to the ownership of such IP, including without limitation any contract, agreement, licensing agreement, or another institution's IP policy.

- c. written warranties that the use of such IP does not infringe the rights of any third parties.
3. Infringement of Academy Intellectual Property
 - a. Any staff member or student who becomes aware of the unauthorised use of Academy IP must promptly inform the Intellectual Property Officer in writing of the relevant details.
 - b. The Administration will, in consultation with relevant persons, assess the nature, extent and consequence of the infringement and recommend appropriate action, in any is required, to the Academic Board.

D. CONFLICTS OF COMMITMENT AND INTEREST

1. The potential for a conflict of interest and/or commitment exists when staff exercise preferential access to knowledge, and/or Academy resources, for personal gain. The appropriate framework for staff involvement in enterprises, commercial or non-profit, must be evaluated on a case-by-case basis. As a rule, there must be a clear demarcation of both effort and incentive between staff duties and entrepreneurial activities.
2. Staff wishing to enter into a contractual arrangement with a staff company, which involves the use of Academy resources, must disclose the precise nature of their interest in the staff company.
3. Many factors related to staff involvement in for profit and non-profit enterprises carry the potential for conflict of interest. The following guidelines establish principles for dealing with issues that often arise when Academy employees become involved in entrepreneurial activities.
 - a. The utilisation of Academy resources to benefit a private individual, organisation or commercial entity shall be documented and approved by the Academic Board in line with relevant LIFE Academy policies. Arrangements made must cover the extent and nature of the utilisation of the facilities, and establish the charges for use, based on the full cost recovery to the Academy of maintaining those facilities.

E. PROCESS

1. Education
 - a. The Academy will take reasonable steps to ensure this policy is communicated to staff and students and inform staff and students of their rights and responsibilities in relation to ownership, assignment and use of IP.
2. Identification and Reporting
 - a. It is desirable that ownership rights be determined and documented prior to filing any application for protection. Originators are therefore encouraged to disclose, in confidence, to the Academy at an early date, the facts and details of any IP created not in the course of their employment.
 - b. An Originator must report at an early date the creation of Academy IP and related activities that seem likely to produce a concept that is protected and/or has potential commercial value. Staff originators must report to the Academic Board. Student

originators should report in a similar manner, although through their Course Coordinator in the first instance.

F. DISPUTE RESOLUTION

1. In the event of a dispute arising between the Academy and an Originator or responsible staff member concerning any matter relating to the ownership, protection, or an agreement to commercialise IP, the dispute shall be referred to the Grievance Panel.
2. The panel shall consider evidence provided to it by all concerned parties and can request further information to be provided to assist it in its decision-making. The panel shall produce a written report containing its decision as soon as practicable and having regard to the urgency of any such dispute.

CONFIDENTIALITY POLICY

Duty not to act contrary to the rights of staff and students

All students and staff have rights to confidentiality of any personal, professional or Academic information freely given or incidentally gathered by the Academy either by contract, induction, registration, assessment or any other means.

Duty of Staff to protect student confidentiality

All staff must ensure that student confidentiality is protected at all times, including during discussions of confidential subjects. Staff must ensure that all written material relating to student particulars, including memos of discussions are handled only by staff and only in the discharge of their duties.

LIFE ACADEMY POSITIONS AND RESPONSIBILITIES

CEO

To ratify and circulate policies and procedures to administration and Education Director - the CEO's responsibilities are;

1. To ensure that policy and procedures and AQTF standards are circulated, understood, implemented and adhered to throughout the Academy.
2. To communicate to all staff involved in training, assessment or client services all information relating to policies and procedures.
3. To ensure information relating to policies and procedures are provided with this information on induction.
4. Upon ratification of policy and procedures the CEO passes the information to the administrator for circulation and signed confirmation of that circulation.

ADMINISTRATOR

To ensure the highest standard of service to students of the Academy the Administrator's responsibilities are:

1. Effective administering of all Academy policies and procedures and enactments of the Code of Practice.
2. To register and receipt students successfully enrolled at the Academy.
3. Responsible for initial, intermediate and final implementation of the Review/Defect/Solution procedure for administrative aspects of the functioning of the Academy.
4. To communicate effectively, both formally and informally with all staff especially between the functions of staff such as the Directors/CEO and staff, Education Officer and staff.
5. To ensure all Academy information, marketing and advertising is in accord with Academy policy and consistent with legalities under the AQTF standards.
6. To maintain all imperatives of RTO status in conjunction with the Directors/CEO and Education Officer.
7. To maintain procedures for secure and confidential records of all students, staff and Academy information.
8. To issue statements of attainment and Advanced Diploma in Flower Essence Therapy, Certificate IV and Diploma of Holistic Counselling and Mind/Body Medicine, and Certificate IV in Assessment and Workplace Training.
9. Upon ratification of policy and procedures from the CEO the administrator circulates and gets signed confirmation from staff members that they read them.
10. Organises annual audit of compliance with the standards every November.

11. Monitor all Commonwealth and Western Australian State legislation that is relevant to the training and assessment services provided by the Academy.
12. Ensure financial audit by Certified Practising Accountant and on request make report available to state registering body.

EDUCATION DIRECTOR

To ensure the highest standard of Academic and training standards at the Academy the Education Director's responsibilities are:

1. Correct functioning of the Academy policies and procedures by instructing staff members when incorrect enactments occur.
2. To propose improvements to the education process through the Review/Defect/Solution procedure.
3. Maintain all AQTF standards by monthly review, RDS procedure and quarterly Academic Board meetings.
4. To call and preside over specially called or regular quarterly Academic Board meetings and ensure measures for enactment are enacted.
5. Ensure Version Control measures are enacted.
6. Work effectively with administration to ensure smooth functioning of the Academy.
7. To maintain effective communication with all Academy staff and students.
8. To work collaboratively with Lecturers and Course Coordinators to maintain the harmonious relationship between the Academy and the students.
9. To encourage use of the RDS procedure, taking reports, giving procedural advice and inform Lecturers and Course Coordinators of any changes to policies and procedures and maintenance of AQTF standards.
10. To maintain and initiate academic relationships with other RTO's and university RTO's.
11. Check Recognition of Prior Learning, Exemption and Language and Literacy procedures.
12. Complying with AQTF standards.
13. Ensuring TAC has access to documentation, records, staff, etc. during audit.
14. Reporting to the CEO on compliance with the standards for review and improvement.
15. Applying to TAC for extension to scope.
16. Providing details of all operations within its scope to TAC when requested.
17. Advising TAC that is has commenced delivery in other states within 21 days of that commencement.
18. Providing accurate and timely registration and compliance information to TAC including major changes to business system, staffing profile, relocation, financial difficulties and transfer of client records.

SUPERVISOR FOR TRAINING AND ASSESSMENT

(qualified with Certificate 4 in Workplace Training and Assessment)

To ensure Academic and training assessments remain at the highest standard the Supervisor will:

1. Review non Certificate 4 lecturer's lecture notes and outlines before the commencement of every module.
2. Review by attending a class of every non Certificate 4 lecturer once during each Module.
3. Review marking and moderating procedures with the Education Officer during Academic Board meetings.
4. Assisting continual improvement of the education and training at the Academy by use of the RDS procedure.

STUDENT WELFARE OFFICER

To ensure the welfare of students in the smooth functioning of the Academy the Student Welfare Officer's responsibilities are:

1. Representing the rights and needs of the students at the Academy.
2. Assisting in the smooth resolving of student problems and grievances, informally by counselling/mediation and formally by calling the Grievance Panel within the Academic Board.
3. Use the RDS procedure to continually improve student Academy relations.

OCCUPATIONAL HEALTH AND SAFETY OFFICER

To ensure the safety of all staff and students and the Academy the OHS officer's responsibilities are:

1. Monthly checking and maintaining all OHS standards in the buildings and equipment of the Academy (also responsibilities as maintenance officer)
2. To use the RDS procedure to continually improve safety and reduce hazards in the Academy environment and activities.

FIRST AID OFFICERS SUPERVISOR

To ensure first aid procedures are readily available to students and staff the First Aid Officers Supervisor is responsible for:

1. The roster of first aid officers for each class.
2. The maintenance of the first aid kit.
3. Checking that the first aid officers' certificates are current for each year.

ADMISSIONS OFFICER

To ensure the initial correct processing of admissions to the Academy the Admissions Officer's responsibilities are:

1. To maintain all forms are correct and current for admissions.
2. Inform students of the procedures for admissions.
3. Check admissions forms before submitting them to the Administrator or if needing RPL or Language and literacy assessment to the Education Officer.

STAFF OFFICER

To ensure the high standard of staff at the Academy the Staff Officer's responsibilities are:

1. To advise the Directors in the selection of staff.
2. Enact the staff induction procedure.
3. To advise the directors on staff matters.
4. To enact the RDS procedure to ensure the continual improvement in staff skills and performance.
5. To train all new staff members in policy and procedures and update staff on any new policy and procedures.

ACADEMIC BOARD

To ensure the highest standards of education and training the Academic Board's responsibilities are:

1. To revise curriculum using the RDS procedure.
2. To ensure all curriculum material follows copyright policies.
3. To ensure correctness of curriculum.
4. To ensure aboriginal educational material is accepted for use by Ken Colbung as traditional elder.
5. To ensure ethical standards are kept in education, training, research and practice of Flower Essence Therapy.

MARKETING OFFICER

To ensure the correct ethical and legal advertising and marketing of the Academy services the Marketing Officer's responsibilities are:

1. To ensure the Academy always complies with the legalities of advertising as an RTO under the AQTF standards.
2. To ensure the aims and objectives of the Academy are always represented in advertising and marketing.
3. To investigate and advise new improvements in marketing strategies to the Directors/CEO.

MARKING AND MODERATING OFFICERS

To ensure equity and high standards of assessment the Marking and Moderating Officers responsibilities are:

1. To ensure all marking and moderating is maintained at the highest standard through the RDS procedure and reviews by the collective decision making of the Academic Board.
2. To ensure all marking keys are the latest and correct generation.
3. To submit all assessments to the Education Director