



# Local and International **STUDENT MANUAL**



National Provider No. 45524  
CRICOS Provider No. 03791F

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Local & International  
Student Manual  
National Provider No.45524  
CRICOS Provider No.03791F

In the spirit of reconciliation, Health Institute Australasia acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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## HIA LOCAL & INTERNATIONAL STUDENT MANUAL

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## **1. INTRODUCTION**

Health Institute Australasia Pty Ltd (HIA) acknowledges the Traditional Custodians of the lands on which we work and live.

This student manual is designed to provide you with information about the Code of Ethics and Policies and Procedures of Health Institute Australasia Pty Ltd. (HIA) and our approach to providing you with a safe, fair and supportive environment to assist you in your learning. It is intended to be utilised by students as a guide and not as a sole source of reference. This manual is subject to changes without notice but only with the approval and at the discretion of the Director/Principal.

This manual does not provide you with specific information about a particular course offered by HIA. That information is contained in the Course Brochure that is supplied separately.

## 2. A MESSAGE FROM OUR CEO

My spiritual journey started from my birthplace in India, replete with ashrams and monasteries of the East, well before Yoga and Ayurveda became industries. However, I am a product of traditional India, and its ancient wisdom, as well as modern India and its urban bustle. Just as much as my upbringing was an amalgamation of the two Indias, it is now also that of the East and West.

Inspired by my Indian roots, a lifetime of intensive spiritual practice together with insights gleaned during five decades of teaching experience, playing a key role in two contemporary professions, namely, teaching Meditation, Yoga and Ayurveda at the coalface, and being the CEO of The Meditation Institute, and Health Institute Australasia, have given shape to cutting-edge developments and key insights that inform my work. Combining core spiritual values of integrity, loyalty, excellence, significance and leadership, with a strong vision for the future and evolution of wholistic wellbeing, has driven my innovative approach to services, support and structure.

I feel blessed to be able to bring together these core insights and approaches based on decades of on-the-ground research at the leading edge of spiritual practice and inquiry, and, together with my team, to offer practical tools and training that are in step with our times, informed by an up-to-date understanding of the human condition. Just as I have stood on the shoulders of all who have come before, I feel privileged to utilise my training and skills to help uplift others upon mine, and bless them as they choose what they want to achieve to bring their aspirations to life.

What makes Health Institute Australasia (HIA) special, is the vast breadth of expertise, collective knowledge and experience across our network. With a history spanning five decades, HIA is uniquely placed to help you, your clients, patients and students achieve optimal lifelong mind-body health and wellbeing, enabling you to draw upon this pedagogy to achieve spectacular results. We never lose sight of the natural, spiritual source, from which the journey to health arises, with sustainable results. Through both dedication and a commitment to excellence, HIA has grown and prospered into a flourishing family of like minded wholistic health professionals who share their academic, clinical and professional experience, and feel valued and fulfilled as they align themselves with a common purpose. We are the most loved and trusted providers of Yoga, Ayurveda and related educational services in Australia.

If you are seeking an environment that can support you with access to an abundance of resources, experience and opportunities, together with being helped personally to develop and grow, then Health Institute Australasia is the right choice for you. It is your good fortune that there is a natural way to bring your mind-body back into balance, and more importantly, enable you to maintain it, with a self-care system that has survived the test of time.

With my love always, blessings and namaste,  
Shanti Gowans

*We must believe that we are gifted for something,  
and that this thing, at whatever cost,  
must be attained.*

*Marie Curie*



### **3. DETAILS ABOUT THE PROVIDER**

#### **3.1 About Health Institute Australasia Pty Ltd (HIA)**

We are different.  
We are personal.  
We are all about you.

Health Institute Australasia (HIA) is an amazing college for inspiration, healing, wisdom and empowerment. Here you will come upon the missing link in education: one which teaches about honouring your inner life, nurturing your innocence, and developing your humanity; the calling to find the part of you which is more than what you do, how much you have, and what you think...the calling to find your authentic being, your passion, your ground of knowing and Truth.

Our work seeks to connect people with a unifying (yoga) experience for everyday life. This is the experience of a conscious connection with yourself, with others, and with life at all levels, and in the most fundamental of ways, by nourishing ourselves and each other. We are ever-conscious of how the vast majority of people (especially urban professionals) are prone to being 'unwell'. In the chaos of life, it can be incredibly challenging to find balance in your body when everything around you is in upheaval. Many of us are finding that when we spend too much time indoors on our computers, or continuously watch the news, we easily become depressed and overwhelmed. Our eating habits and stressful lifestyles result, in weakening our immune systems and we become more vulnerable to illness and disease. Clearly, we need to change course if we wish to live a vibrant, healthy, and balanced life. Our mission seeks to heal this. To heal is to be whole.

#### **3.2 Our Approach**

The Cosmos is a vast space of living energy. Everyday life is filled with the opportunity to live fully in a world filled with nothing less than sacred gifts. We are made of star-stuff.

As we learn to live within its spirit and appreciate the true value of being human, as opposed to a mind-controlled robot, we uncover our uniqueness, individuality and our capacity to experience wonder, mystery, and inspiration.

And we need inspiration right now. It is the antidote to fear. And we need to wonder about the bigger picture, your connection to your higher self, and to all the courage and humanity to be found within that. We need to wonder what we truly are, beyond the dense commentary and negative social thought loops that keep us bound to the stupidity and illusions inherent in pop culture and group think.

Your most human self is your path for exploring how to live fully in a world from where you can encounter your place in it. "We are a way for the universe to know itself." Carl Sagan

At HIA you learn to live life from your heart, and build a life of creativity and joy.

HIA presents a new model of education for humanity, which addresses questions such as:

- Who am I?
- What's it all about?
- What am I grateful for?
- How shall I live?
- How shall I love?
- How shall I let go?

People from all faiths, back-grounds and different parts of the world are drawn here. They come for many different reasons. These include:

- TO STUDY the teachings and transformative practices that are now known as Shanti Yoga
- TO BE INSPIRED. Your connection with all that is spirit is what gives your life meaning in a world where phoniness is front page news all day, everyday.
- To BE SUPPORTED through change, with motivation and mentorship
- TO HEAL at a private or group retreat
- TO BE - just to have some rest and deep relaxation.

HIA offers both empirical and theoretical education, coupled with a daily program of *sadhana* (spiritual practices) for spiritual experiences.

Here, students come to explore and discover the reason for their life on earth, how to serve and live in harmony with the whole sister/brotherhood of life, visible and invisible, in health and happiness.

This new model of transformation is a completely new approach and the road map to experience peace of mind, freedom and the most inspired life possible. As homosapiens, we are born of the planet, made from the soil, the oceans flow through our veins, and the breath of all green things inflames the divine fire within us. Protected by our kith, kin and communities, we are bound to each other by the laws of love. Here, we acknowledge and yet put aside our differences, look for our similarities, and work towards our common purpose, which can increasingly be recognised as the sacred matter for survival.

There is an exceptional degree of agreement within the scientific community that natural systems are straining under the burden of current human practices. This is our true challenge today. Debts, deficits, global competition, the marketplace, free trade, and the global economy are secondary. Our sciences have revealed new technologies, yet, even in wealthy, industrialised nations, people go to bed hungry every night. Despite the efforts of many, chronic unemployment, violence, social alienation, drug abuse, crime, unhappiness and the disparity between the haves, and have-nots appears to be rising.

As we struggle to find a new vision and strategies for achieving wellbeing for all, we have to pass beyond rancour, confrontation and divisiveness, to establish the real bottom line: meeting non-negotiable human needs, based on the physical needs of our inescapable biological nature, and our social and spiritual needs, so that we can find a way to live rich, fulfilling lives, without destroying the planet. We offer transformational education that can create your most inspired life, even in the midst of massive chaos and uncertainty.

With each learning experience, we promote mindful practices, sharing, and enjoyment, together with a conscious, loving and peaceful preparation, as the basis for health and wellness. Our programs aim to provide practical takeaways, active participation, theory and application, and the opportunity to connect with each other over both traditional and fresh wholesome ideas, all whilst having fun. We recognise the value of formal and informal aspects of learning, thus our events take place in a mixture of environments: in living rooms, studios, classrooms, gardens, at the dining table, during forest bathing, whilst walking, talking, or sitting silently...

You can find your inner voice, listen to new voices, unfold your soul, heal yourself as well as develop compassionate, everyday action for the marginalised people in society, all whilst walking your own path of love, humility and grace.

You know that we are facing a critical moment in the unfolding of our human story. If you

- feel called to awaken and evolve in order to help create the pathways to a more enlightened future
- see your own transformation as a meaningful contribution to the evolution of the human race
- sense that there is a much bigger life calling for your contribution, and
- believe that we can advance what it is to be human, in a way that not only better serves our work, families and lives, but fulfills the highest promise of humanity's potential,

then come and study with us.

To really help manifest these extraordinary potentials, you are going to need to evolve in a way that few human beings ever have. You need to be optimised with the fullest capacities that human beings can embody.

Evolution needs more than just witnesses and bystanders. It needs some of us to wake up and step up, as conscious participants who have developed ourselves to be capable of serving and guiding the greatest collective awakening in our human history. If you wonder if you are called to be one of these people. What you need to know now is, HIA is where you can get the specific training you need in order to make this kind of radical evolutionary progress. And, where you can find a supportive community of kindred spirits who share your passion to evolve not only a better self, but a better world and enlightened future.

### 3.3 TRANSFORMATIONAL EDUCATION

At HIA we have reinvented...

#### 3.3.1 THE COLLEGE

We have redefined education, by shifting the paradigm of education to one with soul... not filling a bucket, but lighting a fire.

*The great aim of education is not knowledge, but its application,  
in the form of enlightened action.*

*Shanti Gowans*

#### 3.3.2 THE CAMPUS

Both the city hub and the rural retreat (nourished by nature) are your spiritual homes away from home. They focus on supporting and enriching the inner development of the seeker. Be immersed in an ecosystem of amazing, life-changing, healing classes, workshops, tutorials, talks, and retreats, where you can take a break from your routine, shake things up and gain new perspectives. In a world fixated on external wealth, power and appearance...listen to that inner calling which cannot be ignored, because it feels like home. Come home now.

#### 3.3.3 A MEANINGFUL CURRICULUM

Our curriculum teaches you the skills you really need to succeed in life, and all the things that make us human - skills our regular education systems ignored, such as tranquility, health and wellbeing, leadership, public speaking, personal growth, happiness, love, how to build deeper relationships, conscious parenting, mindfulness, how to understand the mind as well as peace of mind and so much more. These are skills that support your current evolutionary shift, with love as the bottom line, and truly lead to healthier, happier lives that are not outdated, societal ideas of 'success'.

#### 3.3.4 INCREDIBLE TEACHERS

Our teachers know that education is lifelong. Everyone here wants the best for you, is here to help, and is learning and growing alongside you. They are all part of the tribe of lifelong students, and are here to help give you a chance to become the best version of yourself. With our small student to teacher ratio, you will have direct access to your academic lecturers and tutors, who are all invested in your success.... *When the student is ready, the teacher appears.*

#### 3.3.5 THE COMMUNITY

Our community works, plays, creates and supports each other in the field of awakening consciousness. Every seeker's journey is unique. Here, there is a feeling that you belong. Fears of rejection and other anxieties dissolve, as you are accepted and honoured just as you are, without having to mould yourself to fit in. Here you will discover and uncover your soul family, as you grow, build and activate a soul tribe that cultivates a deep, loving community which supports you in manifesting your life's purpose and personal dreams.

*When the path reveals itself, follow it.  
then your soul dances in your body.  
and your life celebrates Life.*

*Shanti Gowans*

Choicest blessings to those of you who are on the path towards the light within, and to those of you who mark the way.

Thank you for being a part of the HIA community!

## **4. ORGANISATIONAL PROFILE**

### **4.1 CAMPUS LOCATIONS**

#### **GOLD COAST (SOUTHPORT) CAMPUS**

Upper Level, 18 Rawlins St, Southport Queensland 4215

Ph: (07) 5532 2001

[www.healthinstitute.edu.au](http://www.healthinstitute.edu.au)

**HEALTH INSTITUTE AUSTRALASIA (HIA)** is located on Level 1, 18 Rawlins Street, Southport, on the Gold Coast, in South East Queensland, Australia. HIA is your centre for wellbeing, your home for physical, mental, emotional and spiritual health and healing. As you enter the door, you come upon an amazing space filled with colour, warmth, authenticity and healing energy. Here you have an incredible community, who are interested in wellbeing, and peace of mind. Southport is the main business district for the Gold Coast. The Gold Coast is Australia's major tourist holiday destination. The campus is only minutes away from beaches, shops, cafes and entertainment.

#### **Opening Hours**

*during Queensland Government school terms*

Yoga, Meditation and Relaxation Classes

Ayurvedic Consultations and Treatments

Monday - Thursday 9 am - 6:30 pm

Friday - Saturdays 9 am - 12:30 pm

Sundays by appointment only

Closed on public holidays.

#### **SHANTI YOGA CENTRE**

[www.shantiyoga.com.au](http://www.shantiyoga.com.au)

#### **NIRVANA WELLBEING RETREAT**

87 Binnaburra Rd, Beechmont Queensland 4211

Ph: (07) 5531 0511

[www.nirvanawellbeingretreat.com.au](http://www.nirvanawellbeingretreat.com.au)

HIA has its own, purpose built 70-acre sanctuary, Nirvana Wellbeing Retreat, 45 minutes from Southport in the beautiful hinterland mountains at Beechmont, Queensland, where many of HIA's retreats are conducted.

Please see the link of our beautiful retreat

<https://www.youtube.com/watch?v=goZAWVgXhoE>

#### **AYURVEDIC MEDICINES**

[www.ayurpure.com.au](http://www.ayurpure.com.au)

#### **ASSOCIATIONS**

We are members of the following associations:

Ayurveda: • AAPA • AAA • ANTA

Yoga: • SYTA • YA • IYTA

Government: • ASQA • QTIC • TPS

## **4.2 HIA & SHANTI YOGA SOUTHPORT ON-CAMPUS FACILITIES AND EQUIPMENT**

Southport is in the main Central Business district of the Gold Coast and is just 5 minutes from the beach.

HIA is housed in a Federation-style building, with openable windows for fresh air, an East facing balcony, and split-cycle air-conditioning. Facilities include the Buddha reception, Drawing room, Student study area which is equipped with tea making facilities and microwaves, and a specialist student library with hundreds of books from many genres, including yoga, Ayurveda, herbology, massage, and nutrition. There are toilets, and rooms for treatments, lectures, a yoga and dance studio, featuring a natural bamboo floor, and large windows which allow in plentiful of natural air and light. There is a PA system, radio microphones, movie screening equipment, broadband internet, several computers, with the latest technology, internet facilities, whiteboards, yoga mats and equipment, Ayurvedic treatment equipment, and massage tables. It is close to public transport with bus and tram stops all within walking distance.

Participants have available for student use:

- A quiet space for study and small group meetings
- Texts, videos and other course related material
- A clinic environment at all locations
- Photocopying and printing facilities of course related material (fees apply)
- Unlimited hi speed Wifi

## **4.3 NEARBY FACILITIES**

The Southport Centre is situated just 10 mins away from the state-of-the-art Gold Coast Hospital, Australia Fair Shopping Centre as well as chemists, churches, post offices and cafes, only minutes walking distance away. One block away is the stunning Broadwater which has a brand new Olympic sized swimming pool, BBQs and outdoor eating and recreational areas. The Broadwater Parklands hosts many free public events, including movies. Within walking distance, is a beautiful surf beach at Main Beach, where you will also find Sea World, one of the many theme parks on the Gold Coast. Only minutes away you can play squash or tennis, go Bungee jumping, whale watching, para-gliding, surfing, jet-ski-riding, surfboat riding, paddle-boarding, play mini-golf or enjoy some of the Gold Coast's amazingly stunning golf courses, or free-roam, wireless virtual reality gaming. You can even enjoy ice-skating! If you'd like to see the waterways of the Gold Coast (it's known as the Venice of Australia), take a lunch or dinner cruise on a cruise boat, or even on a Gondola. Within 5 minutes walking distance of the Institute are restaurants, the main Council library for the Gold Coast City (free use), supermarkets and shops, different styles of accommodation including camping parks, backpackers, apartments and motels. Bond and Griffith University libraries are accessible by bus. The bus and tram stops are nearby. All of this and more, is at your doorstep.

## **4.4 NIRVANA WELLBEING RETREAT SANCTUARY**

Health Institute Australasia has its own 70-acre eco-retreat sanctuary, with virgin rain forests and underground spring water, situated in the beautiful hinterland mountains of Beechmont. Nirvana Wellbeing Retreat Sanctuary includes accommodation, and some of the course subjects are taught here.

Facilities include air-conditioned accommodation for up to twenty people, with dining facilities, a dedicated yoga room and meditation hall, consultation room, treatment room, lecture room, high speed broadband internet, organic vegetable garden, fruit orchard and rainforest (forest bathing!). There are different levels of accommodation available: twin share rooms with shared facilities, single



rooms with shared facilities, and single and twin ensuite-rooms.

Mindful about our footprint on the environment we are self-sufficient with water and sewage...when you visit, it is important that only biodegradable waste is put down the toilets and sinks. There is also a solar hot water heating system and a grid-connected photovoltaic electricity generating system. Thank you for helping protect our one and only home, the fragile blue jewel of our planet, by taking short showers, minimising waste in landfill and by recycling and composting all our food waste.

#### 4.4.1 Services include

- Dietary advice, *ahaar* • Lifestyle, *vihar* • Medicines, *aushadhi* • Detoxification, *panchakarma*
- Mindfulness in movement, breathing, deep rest and yoga relaxation, meditation, art, nature.
- Ayurvedic treatments • Emotional and Spiritual wellbeing • Mental health

It is a wonderful place to focus on healing, wellbeing, peace of mind, and personal growth.

#### 4.4.2 Mindful Living and the Art of Nourishment

A tranquil eco-haven that sits at about 800 metres above sea level, amidst the sub-tropical rainforest of Lamington National Park in the Gold Coast Hinterland, situated along an exposed escarpment, with panoramic views across the Numinbah Valley to the ocean, the complex and diverse ecosystem of Nirvana Wellbeing Retreat escapes into heathland populated by ancient Antarctic Beech forest, with fascinating birds and unique wildlife.

Set in 70 acres, it is the primary location for **Mindfulness Australasia's** meditation and healing retreats, **Health Institute Australasia's** Ayurveda and Yoga Teacher Training courses, **Shanti Yoga** signature events, wellness, and **Ayurvedic Panchakarma (detox) retreats** and workshops. This is exactly the escape you need. Just sit back and sink into the breathtaking panorama, treating your eyes and your soul. You can lose yourself in the haunting beauty of nature here for days. This is the stuff of life. It is the real deal. If your goal is lifelong physical, mental, emotional, and spiritual health, your stay at Nirvana Wellbeing Retreat with endlessly beautiful nature, will be inspiring and life-giving,

Accommodation is simple and comfortable, in twin-share or single rooms, with ensuite or shared facilities, with the focus on the enjoyment of the beautiful, natural surroundings. All the rooms have linen, blankets, pillows, and towels provided, and windows have screens. Here you are totally submersed in nature with all its soul-filling vibes and amazing sounds, such as the chatter of bowerbirds and catbirds, kookaburras laughing, or be serenaded by cicadas at dusk. WiFi access is free. Please be mindful and considerate of others and the retreat environment whilst using laptops and mobiles. There are no TVs.

Dining in the room with a view, feasting on delicious Ayurvedic vegetarian food made from key ingredients which are either grown on the property or come from sustainable farms throughout the Scenic Rim. We support local suppliers, and the menu here is no exception. Breakfast, lunch, and early dinner are included in your fee. Be filled with the medicinal properties from nature.

- Say goodbye to stress and worry and opt for wellness education that empowers optimal health.
- Re-align your body, mind and spirit while connecting with the peaceful surrounds.
- Relax and rejuvenate with our signature ShantiYoga healing practices, Breathing, Meditation, Relaxation, together with activities such as guided property walks, forest bathing, mindfulness in nature
- Participate in group activities such as playing scrabble, watching a spiritual movie, mandala art.
- Learn about the organic food from our Ayurvedic garden.

At Nirvana Wellbeing Retreat, please feel welcome to participate in all of the activities on offer, or none of them. It's entirely up to you...your body, your choice.

## **4.5 REGISTERED TRAINING ORGANISATION**

HIA is an Australian Government Registered Training Organisation (R.T.O. national provider no.45524). It is registered for international students (CRICOS registration number 03791F).

HIA is international in its scope, and designed wholly for educational, healing and holistic wellbeing. HIA offers Government Accredited, Austudy approved courses in Yoga and Ayurveda.

### **4.5.1 Our Background**

Health Institute Australasia first took form as Shanti Niketan, which is a Sanskrit name meaning 'Haven of Peace', in Melbourne, Australia, in 1972. The founder, Shantiji, originally sought to find a way to educate and train other practitioners within this tradition of wellness which combines the philosophy of Vedanta and Buddhism with the practices of Yoga, Ayurveda and Mindfulness meditation, the lyrical arts of singing, chanting, music and classical Indian dance, together with mindful arts and culture. It soon became apparent that our program offerings would be of practical value to the larger general public. Weekly morning appearances of 'Yoga with Shanti' on Melbourne television, for three and a half years, and the authorship of books and audio-visual material became part of the services on offer.

Based on the conviction that a new vision is needed for society, its values and its relationship with the earth, after relocating to The Gold Coast, Queensland, Australia in 1995, an un-denominational educational and wellness institution, called The Meditation Institute was founded, to give practical expression to the wisdom teachings of the world. In 1996, one year later, City Yoga Studio in Sydney was established.

We then reshaped our work to formalise our teacher training and practitioner programs into government accredited courses, under the banner of Health Institute Australia. Additionally, we included cooking classes, dining events, subscription based food services, Ayurvedic treatments, educational tours to India, Fiji and Bali, and a host of other activities. Along the way, we were struck by the power our offerings had in connecting people with nature, each other, and themselves. This realisation ultimately became the foundation of all of our programs, and in 2003 we purchased the land for our spiritual home, Nirvana Wellbeing Retreat, a 70 acre eco-sanctuary. In 2018, the business was restructured under the banner of Health Institute Australasia (HIA).

In September 2022, HIA will have celebrated five decades of experiential learning, workshops, retreats and conferences, having become a centre for excellence, with an international reputation for the inspiration, quality and breadth of its teaching.

Both on the Gold Coast and in the beautiful Beechmont mountains, away from the pressures of everyday life, participants enjoy a mixture of learning, reflection and the exchange of ideas and experiences.

### **4.5.2 Our Current Offerings**

HIA is widely recognised as the leading institute of its kind in Australia. It conducts multi-disciplinary as well as inter-disciplinary teachings and programs in the realm of research for the community and various professions. It incorporates behavioural and socio-cultural aspects in its service programs on yoga, meditation, spirituality and holistic health, that are of the highest international standard. Programs, products and services reflect the inspiration, commitment and creativity of its founder and lineage head of the Institute, Shanti Gowans.



Our current offerings include public, corporate and private tuition, classes and immersive workshops at introductory, foundational and professional levels, as well as deeper courses of learning. Each educational offering is constructed within a communal environment, in which participants support and learn from each other.

### **4.5.3 National Qualifications**

The courses delivered by Health Institute Australasia are nationally recognised.

The Queensland Qualifications Authority Act defines “qualification” as “the recognition, by the award or issue of a certificate or otherwise, that a student has achieved particular learning outcomes or competencies”.

The NVR for Registered Training Organisations, defines “nationally recognised training” as “training and assessment, delivered by a Registered Training Organisation, which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses”. The words “national” and “nationally” are used here to describe the system of vocational education and training that applies in all States and Territories.

### **4.5.4 Accreditation**

National Training Packages (under the auspices of the Australian Skills Quality Authority (ASQA), the regulatory body for the training sector, are supported by research by the National Centre for Vocational Education Research (NCVER) and are nationally accredited and developed units of competency and qualifications that aim to provide a common foundation across an industry. They offer a benchmark for minimum educational standards in particular modalities and are only available to Registered Training Organisations. They do not provide a curriculum. In designing the curriculum content of courses, HIA provides for the requirements of professional associations, employers and students. In the field of natural therapies, leading professionals from their respective fields are consulted to determine the most current and relevant training required.

HIA also aims to provide students with optimum training to enable them to practice with skill and confidence. In many cases, this has resulted in the inclusion of content into the curriculum over and above that which has been set down as a minimum standard. This also holds true for the national training packages. As educational leaders in Yoga and Ayurveda, we are confident that your qualifications from HIA will continue to be held in the highest regard by employers, professional associations, and your peers. Moreover, giving you the edge in a purposeful reality, is the satisfaction that you will personally receive from being a student of HIA.

### **4.5.5 Access and Equity**

HIA

- shall meet the needs of individuals and the community as a whole, through the integration of access and equity guidelines and will ensure the establishment of non-discriminatory student selection procedures, which encourage fair access to training and assessment.
- will ensure that disadvantaged groups have access to training.
- will not discriminate against students on the basis of age, colour, race, gender, employer or social/ethnic background.
- will closely monitor all advertising and promotions to ensure that they are free from discrimination against any person or group of people.

## **4.6 MARKETING AND ADVERTISING**

### **4.6.1 Marketing Policy**

HIA Management and staff are committed to marketing its training and assessment services in a professional, accurate, ethical and responsible manner, ensuring that all clients are provided with timely and necessary information.

### **4.6.2 Marketing Procedure**

In authorising marketing and advertising:

- The CEO shall ensure that marketing information and advice shall not be false or misleading and that written permission has been obtained by any person and/or organisation featured in HIA's marketing or advertising materials in name or image. This written permission shall be signed off by the CEO.
- The CEO of HIA shall ensure that all materials developed for marketing and advertising purposes receive authorisation prior to release. The authorisation shall be applied through a photocopy/PDF of each and every item, bearing a signature of the CEO and filed by the Administrative assistant.
- The CEO shall ensure that the marketing and advertising of HIA accurately represents its training and assessment services and the AQF qualifications and statements of attainment on its scope of registration. This includes, but is not limited to: Web home page, newspaper/magazine advertisements, letterheads, emails, prospectuses, letters of offer, enrolment forms, and any perforated (tear off) sections.
- The CEO shall ensure that training and assessment that leads to AQF Qualifications and statements of attainment are clearly marketed and advertised and delineated separately from any other non-government training and assessment service offered by HIA.
- The CEO shall ensure that all marketing and advertising products (including electronic) released for the promotion of its International student training and assessment services, includes the business name, Health Institute Australasia trading as HIA, together with its CRICOS registration number. This includes, but is not limited to: Web home page, newspaper/magazine advertisements, letterheads, emails, prospectuses, letters of offer, enrolment forms, as well as any perforated sections.
- HIA will not give false or misleading information or advice in relation to:
  - i. claims of association between providers;
  - ii. the employment outcomes associated with a course;
  - iii. automatic acceptance into another course;
  - iv. possible migration outcomes; or
  - v. any other claims relating to the registered provider, its course or outcomes associated with the course.
- HIA will not knowingly enrol a student prior to the student completing six months of his or her principal course except in certain circumstances as outlined under standard 7.1. HIA will take reasonable steps to check whether a student is enrolled with another provider before completing the enrolment; including asking the student if he or she is currently enrolled with another provider, checking a student's visa and using PRISMS. Students under the age of 18 will need permission from a parent or a legal guardian to change providers.
- A student must remain with his or her provider (HIA) for all of his or her courses prior to the principal course in a package of courses unless the provider has provided a written letter of release or if the information in Standard 7.1 a., c. or d. applies.

## **4.7 MISSION, ORGANISATIONAL PURPOSE AND VALUES STATEMENT**

HIA's mission is to inspire learning, healing and to improve lives.

We aspire to deliver quality training and be the most trusted, accessible educational provider in mind-body health, wellness, and holistic living skills and resources, that meet the needs of individuals, community, urban professionals, and corporate wellbeing towards the evolution of consciousness.

We offer a variety of educational, health, and social programs, aimed at bringing holistic living into everyday life. To achieve this, HIA could partner with other RTOs if necessary, and advise learners accordingly. Some experiences can only be felt and cherished, and your time spent studying at HIA will be one of those. HIA is committed to providing high-quality training to learners in Australia and across the world.

**The core beliefs that guide our approach in the development of our materials and services:**

**We hold a holistic understanding of health.**

We value approaches to mental and physical health that consider all aspects of a human being, including mental, emotional, spiritual, and physical dimensions.

**We utilise a Vedic framework of understanding and mindfulness-informed approach.**

We recognise the prevalence and impact of knowledge and history in all communities and that everyone contributes to overall knowledge, training, skill development, health, and resilience. Mindfulness-informed service delivery requires an approach characterised by compassion and collaboration. It promotes awareness, fosters safety, provides choice, and highlights strengths in our own experiences and work with others.

**We recognise and support diverse natural strengths and pathways to learning and healing.**

We know that people have their own natural strengths and ways of learning and healing that can be supported. Our training incorporates a strengths-based approach that includes both formal and informal strategies for helping.

**We value diverse cultures and identities.**

We honour the diversity of identities, beliefs, values, and practices of the people we encounter through our work. Organisations and individuals are healthier and perform better when efforts are made to increase awareness and respect for the uniqueness of each person, including their ethnicity, nationality, spirituality, sexual orientation, gender identity, age, ability level, immigration status, and socioeconomic standing. We acknowledge that deep prejudices, racism, and violence towards minority groups pervade society and that we have a responsibility to work against structures and attitudes that oppress others.

**We value our relationships with Indigenous communities and cultures.**

We recognise the privilege that comes with being invited into Indigenous communities to train and work together. We understand that with this privilege comes a responsibility to acknowledge cultural biases, as well as honour the ongoing impact of colonialism and intergenerational trauma. Building relationships and listening humbly with an open heart and mind are fundamental to all our work with Indigenous peoples.

**We acknowledge both formal and informal trainers and helpers.**

We recognise that support services are provided in the communities and organisations we work with through formally trained practitioners, teachers, counsellors, paraprofessionals and peers. Our material strives to be accessible to a diversity of care and service providers.

**We are dedicated to ongoing development and continuous improvement.**

We recognise that strategies for helping and service delivery are constantly evolving. We strive to ensure that our training materials integrate current research, emerging methods, and best practices. These are identified using the clinical expertise and collective wisdom of experienced practitioners. We also listen carefully to collaboratively learn from the culture and wisdom of the communities and organisations in which we facilitate training – our materials are flexible and applicable to a wide range of potential learners, clients, and participants.

As we look into the future, health and safety will continue to be a top priority. Every aspect of human civilisation is ready for transformation: government, finance, education, healthcare, travel, technology, religion, and especially our social structures. We who are alive today, carry the responsibility and indeed the privilege of co-creating a new architecture for humanity. In this make-or-break time in the evolutionary story, we don't make it up out of the whole canvas. New designs take shape in parts. By being able to see and articulate what is naturally emerging, and fleshing out its potential for others to recognise, we simultaneously discover and invent what needs to happen for a future to be possible.

HIA is the place:

- For healing and discovering inner peace
- For spiritual discovery and truth
- For pilgrimages with a strong sense of community
- To study and practice Yoga, Meditation, and Ayurveda
- To develop the skills and insights to live and act in the world with creativity, wisdom and compassion.

We are committed to learning and sharing knowledge, to help people enhance their lives; empowering individuals to recognise their abilities and responsibility for healing themselves. We also choose to maintain a supportive work environment that fosters our community of teachers, students, and the general public. We demonstrate this commitment through our message which is to:

**SHARE**

We share a vision of wholeness, higher states of consciousness and embrace the enlightened path.

**LOVE**

We accept people as they are and provide them with inspiration, tools and the support they require, as we share our knowledge, programs and services.

**TRANSFORM**

We honour creative transformations and help others experience a balance and integration of their mind, body and spirit, providing support and guidance while they incorporate these principles into their daily lives.

**TEACH**

We offer a variety of educational programs to inspire, inform, enlighten, heal and serve.

**HEAL**

We show others how to open their awareness to infinite possibilities for understanding and renewal and offer guidance, treatments and support towards this end.

## Our Objectives

In recognition of this mission, our objectives include:

- **People.** We strive to attract, recruit and retain talented, competent and committed trainers. We promote excellent performance through leadership and professional development.
- **Safety and equality.** We are committed to providing an environment that is safe, equitable, and one that promotes a confident and productive training and assessment environment.
- **Integrity and ethics.** We conduct ourselves in accordance with shared and agreed standards of behaviour, which hold ethical conduct and integrity as our highest priorities.
- **Quality commitment.** We aspire to deliver consistent, high-quality services and apply quality systems that support training and assessment excellence.
- **Learner focused.** We thrive on providing training and assessment that is learner-focused and which supports lifelong learning. We respect our learners and strive to attract them time after time through high-quality training and assessment experiences.
- **Industry engagement.** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services that are founded on industry needs and expectations.

## 4.8 OUR TRAINERS

### 4.8.1 Our Trainers

Achieving and sustaining compliance requires a coordinated effort. It begins with a vision. Implementing it and continuing with ongoing evaluations and improvement initiatives involves a sustained, major, long-term investment of time, energy, dedication and care. The commitment and capabilities to continuously examine their performance and student outcomes is what our trainers do.

The art of teaching is the art of assisting discovery. Our Trainers and Assessors are qualified, dedicated professionals who have current industry experience and qualifications in a range of industries. Their industry experience is continually kept up to date by participating in professional development activities, therefore giving our learners the best practical industry experience.

HIA delivers nationally accredited qualifications in practical formats suitable to our learners. This may be via distance, online, face-to-face training or blended learning options. We offer structured course programs to ensure you receive optimal benefits from your course progression. Where appropriate, your individual needs are considered and taken into account, and reasonable adjustment is applied, to take into account these needs. When you study with HIA, your Trainer Assessor will be there to assist you throughout your course, be it in person, or via telephone and/or electronic contact, as well as members from the HIA Sangha, which consists of a community of staff, members, volunteers and students, who all contribute to our Student Support team.

HIA trainers and assessors are all professionally qualified and have substantial industry experience. Our trainers deliver their training in a way that learners will enjoy.

As an Australian Government Registered Training Organisation, we commit to our obligations to you, and meet **ASQA's standards** of Fairness, Flexibility, Validity, and Reliability.

### 4.8.2 Educational And Human Resource Standards

HIA shall at all times provide the highest standards of services. This means that trainers conducting our courses have appropriate qualifications, experience and ability to satisfy recognised professional industry performance standards. We will provide a suitable learning environment, using modern facilities and equipment, and will provide high quality courses, using proven training methods and the most up-to-date information based on current research.

### 4.8.3 Human Resource Perspectives

HIA is a very special place. It provides premium services in holistic (body, mind and spirit) wellbeing, personal growth, natural health and human performance within a professional supportive environment that fosters trust, harmony and humility in facilitating each individual's growth towards self-actualisation, self-healing and a meaningful purposeful life.

To study and work in a supportive and nurturing environment has a tremendous influence on personal growth and the development of healthy thinking patterns. The unique spirit that draws students, lecturers and staff here, many who have been with Shantiji for such a long duration of time, is a testament to the singular nature of five decades of dedication in the field of Yoga, Meditation, Life studies and Ayurvedic Health, with exceptionally high standards of teaching and mentoring. At HIA you are a part of something greater, protected similar to a small growing sapling under a giant banyan shelter.



## **5. STUDENTSHIP**

Studentship is a very special and intense time in a young person's life.

With real education, you teach your mind its own freedom. The process of change requires both learning and unlearning...breaking the habit of the old self and reinventing a new self. Outer impositions, such as the compulsion towards greed, ego and power, make way for an inner calling. We discover and uncover a gentler and more sustainable way to create a better life for ourselves, our communities and our world. In their way a sense of belonging and an experience of the sacred exists at the foundation of every enterprise, as human relationships are the basic building blocks of any society.

Celebrate the myriad relationships that embrace your soul family, and honour soul contracts which support more fulfilling relationships that lead to a more miraculous life.

Everyone has their own path. You have yours. Walk yours with integrity and wish all others peace in their journey. When your paths merge, rejoice for their presence in your life. When the paths are separated, return to the wholeness of yourself and give thanks for the footprints left on your soul, and embrace the time to journey on your own.

### **5.1 General Entry Requirements**

All applicants, regardless of background, must meet the following requirements:

- Be willing to attend an admissions interview upon submission of enrolment paperwork (in person or via teleconference / Skype)
- Be 18 years of age within the first period of study
- Must meet self-declared minimum computer literacy standards and have unrestricted access to the internet and a personal email account
- Must read and understand the Inherent Course Requirements for the course into which they are seeking admission and accept them prior to enrolment in the course.

Additional applicant background entry requirements (including english language) are available through enquiring with the College.

### **5.2 Recognition of Prior Learning**

If you have fully or partially completed a qualification with another provider (either at a Higher Education or Vocational Education and Training level), you may receive advanced standing towards your Course via our Credit Recognition/Assessment process.

### **5.3 Personal Presentation**

Diverse people attend, teach and study at HIA. This makes for a rich and rewarding immersive culture, in which respect in thought, speech and behaviour is a high priority. To honour the differences and cultivate our authentic and lasting collaborative community, it is imperative that students maintain a professional appearance at all times.

### **5.4 Gum, Alcohol, Drugs and Smoking Policy**

No smoking, drinking alcohol, consuming drugs or chewing gum is permitted on the premises at any time.

## **5.5 Student Identification Cards**

Student identification cards are provided to you at the time of commencement of your course. Students are required to provide the Institute with accurate personal information for this purpose. Please note that the re-issuing of student cards will incur a \$50 fee.

## **5.6 Orientation**

Before each study period, HIA hosts an Orientation schedule to help new on-campus students adapt to their studies, during which your Course Coordinator will go through the Students Handbook to familiarise you with specific areas related to policies and procedures specific to HIA, such as:

- Staff introductions
- HIA's history
- Occupational Health and Safety at HIA
- Payments required
- Signing in for class
- Attendance requirements
- Applying for a student card
- Discussing the Assessment process
- Student Visa conditions including Course Progress Monitoring, both attendance requirements (minimum 80%) and minimum assessment standard, and associated reporting procedures to authorities for failure to meet such standards.
- Complaints and Appeals Policy and Procedures
- Course Deferment and Suspension
- Course Transfer Policy
- Support Services including legal, emergency, health services and HIA's facilities and resources
- The Overseas Student Contact Officer will also be available to provide welfare related support services to assist with issues that may arise during student's studies, including course progress, attendance requirements and accommodation issues. These services will be provided at no extra charge to the student. If external support services are recommended, no referral charge will be made.
- Course requirements
- Student Visa obligations, such as updating HIA with your current address etc.

## **5.7 Stationery Requirements**

Students must equip themselves with the following:

Laptop

Pencils, Pens, Highlighter

Ruler

Eraser

Glue Stick

A4 Folder

Paper

## **5.8 Course Manuals**

Each module of study is accompanied by HIA's manual which is available online. For copyright reasons all documents sent to students have been secured, whereby they cannot be copied, edited or printed, to protect the rights of HIA and the author. The manual provides the student with current



information related to the area of study and includes activities, assignment details and areas for instructor comment and evaluation. Homework and assignments must be completed as per the instructions specified in each module and submitted to the assessor for marking and filing together with the student assessment records.

The cost of online manuals is incorporated into the course fees. However, if the student should seek hard copy manuals, these can be purchased at the student's expense of \$3500 AUD per qualification.

## **5.9 Student Facilities**

- The trainingroom, and all facilities provided in the trainingroom must be kept clean at all times.
- The chewing of gum, consumption of alcohol or drugs or smoking are not permitted on the Institute's premises.
- Students are not permitted to attend HIA's premises while under the influence of drugs or alcohol.
- Students are responsible for ensuring that all rubbish and food scraps are placed in bins and all containers able to be recycled to be placed in appropriate bins.
- Please ensure that microwaves and sinks are to be kept clean and free of food debris.
- Food and drink are not permitted in HIA's classrooms.

## **5.10 Telephone Messages**

The Institute's telephone is a business phone and as such, only urgent messages will be taken and attached to the students' sign in/out sheets. Students may not take private calls or send SMS messages, or play games on mobile phones whilst the lectures are in progress.

Whilst HIA permits phones to be used for translation of words and language, and for reference purposes, phones must be turned to silent mode whilst lectures are in progress. Mobile phones must be turned off and should not be taken into exams or client professional rooms. The penalty for non-compliance will be that the phone will be confiscated and returned at the end of the day.

## **5.11 Personal, Medical and/or external Appointments**

Students are to make every effort to schedule dental, medical or other personal appointments outside lecture hours. The Institute permits five (5) days sick leave with a doctor's certificate during a 12-month course.

These days can be utilised for medical appointments, as long as staff or reception or the Course Co-ordinator are notified in writing, prior to the appointment. A leave form should be signed either prior to/or after the leave period. A doctor's contact number or in the case of sick days, a doctor's certificate, must be produced by the student upon returning to the Institute.

Class lectures will not be re-delivered if they are missed due to absenteeism. As such, students will be required to catch-up on any theory work and copy lecture notes from fellow students.

## **5.12 Have Fun**

Have fun while you are learning. We hope that you have the most memorable time of your life as a student with us.

*Happiness is not something you postpone for the future,  
it is something you design for the present.*

*Jim Rohn*

## **6. STUDENT CODE OF ETHICS**

### **6.1 Rules for Behaviour and Code of Conduct**

Health Institute Australasia promotes ethical and moral behaviour as essential to any human endeavour. Consequently, repeated violation of this code may result in the suspension or cancellation of enrolment. If warnings are not heeded, a complaint in writing may be submitted to the management committee, which may issue a written notice to the alleged offender. Further breaches may result in suspension, or cancellation of enrolment subject to the normal appeals process.

### **6.2 Breaches**

Breaches include, but are not restricted to:

- Failing to abide by the law of the State including theft, breach of copyright or intellectual property
- Presenting at the Institute under the influence of alcohol or drugs or any mind altering substances
- Abusive behaviour including bullying either physically or verbally (via text, email or social media) or repeated use of unacceptable language
- Disruptions in the class room or failing to abide by the teacher's or the management's requests
- Any form of racial, religious, gender or sexual intolerance
- Sexual harassment and associated behaviour
- Acting in a way that denigrates or is detrimental towards the wellbeing of others
- Failure to respect the Institute's or other people's property.

### **6.3 Expectations**

Participants can expect that they:

- Will receive high quality service from staff and high quality teaching from tutors and lecturers
- Will be treated with respect as adults by lecturers and other course participants
- Have access to a proper process for the resolution of grievances if dissatisfied with any aspects of the administration or teaching of the course
- Have the right to a course refund in accordance with the fees and charges policy.

### **6.4 Responsibilities**

Participants have a responsibility to all staff, teachers, fellow students and clients, to:

- Be polite, courteous and give friendly advice.
- Treat everyone honestly and fairly.
- Be dependable by fulfilling your obligations.
- Be loyal to the Institute, instructors, colleagues and associates.
- Co-operate with all personnel with whom you come into contact.
- Protect your reputation. Learn to speak intelligently about your work and perfect your skills and be proud of your achievements.
- Develop a well-balanced approach to your study, personal presentation, relaxation time and late nights.
- Aim for quality. Students obtain the joy of staying at the top by being their best.
- Pay fees upon enrolment and as specified in the student contract or training plan.
- Respect the rights of other course participants to a pleasant, mature and undisturbed (including mobile phones) learning environment.
- Care for the facilities and property involved in the provision of the course.
- Attend all timetabled sessions
- Remember that if it hurts someone, it's not funny. Stop. Cease and desist. Please apologise.

## **6.5 Our Expectation of students:**

### **HIA expects you:**

- To work progressively towards completing your course work and assessments on time and in a professional manner.
- To contribute to learning in an harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious beliefs.
- To comply with the rules and regulations of our organisation and relevant partner RTOs, if applicable.
- To be honest and respectful, which includes not falsifying work or information and not conducting yourself in any way that may cause injury or offense to others.
- To be responsible for your own learning and development by participating actively and positively, and also ensuring that you maintain your progress with your learning modules.
- To monitor your own progress by ensuring that assessment deadlines are observed.
- To utilise facilities and HIA publications with respect and to honour our copyrights and prevent our publications from being distributed to unauthorised persons.
- To respect other learners and the HIA staff members and team, and their right to privacy and confidentiality.

## **6.6 Your Equity**

Our community is founded on a few core values, such as transparency, respect, trust, and honesty. It's up to all of us to be aware of the creative energy and ideas we bring into the world, and to make sure that our campus remains a safe and fun place that shares this spirit of support. We have a few guidelines that we hope you will keep in mind along the way.

In our beautiful centre we encourage people to communicate, ask questions, and cheer one another along. Do not spam, promote a project where it shouldn't be promoted, be opportunistic, provide or send unsolicited advice, gossip, to name a few.

Conversation is an essential part of our community, and we encourage people to talk to each other, especially when they have questions. We ask that these conversations stay honest and considerate.

- Avoid obscene, hateful, or objectionable conversations and content.
- Respect personal information and do not post it.
- Do not use copyrighted content without permission.
- If you don't like a project, simply move along. Please always have respect for our shared space and the other people visiting it.

If something seems off, let us know. Our Trust and Safety team reviews every report we receive, and we take action when we see someone violating these guidelines. Sometimes that just means giving someone a warning; sometimes it means revoking certain privileges or accounts entirely. This is one of the best ways to avoid anything like that happening to you., "Don't spam, and don't be a jerk". Live. Connect. Grow. Be the change you wish to see.

HIA is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All HIA staff members (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances.

In the event that discrimination and harassment is found to have occurred, disciplinary action will be taken against any staff member who breaches this policy.

Suspected criminal behaviour will be reported to police authorities immediately.

Learners should expect fair and friendly behaviour from HIA staff members, and we apply complaint handling procedures advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Learners who feel that they have been discriminated against or harassed should report this information to a staff member of HIA who they feel they can trust. This will initiate a complaint handling procedure which will be fair and transparent and will protect your rights as a complainant.

Alternatively, if a learner wishes to report an instance of discrimination or harassment to an agency external to HIA, they are advised to contact the HREOC Complaints Info-line on 1300 656 419.

## **6.7 What we do**

**We listen.** We didn't just start HIA yesterday, we have been lovingly tending to it's values and mission since our launch into this educational path in 1972. Our Team is trusted and is always watching over the platform and reviewing reports from the community. Our community helps us make sure this is the safest, most effective platform around.

**We monitor.** Our trust team, together with your feedback identifies and investigates unworthy activities.

**We take action.** Sometimes this just means asking someone to fix a problem. But if we find users that abuse the system, we don't hesitate to suspend them.

## **6.8 Student Support**

HIA is responsible for the care of students and helps with all aspects of their welfare, including career advice, study skills advice, academic issues such as course planning, Austudy advice, and other study-related issues. You can make an appointment to discuss your needs with a representative from Student Services at College Administration.

HIA shall at all times offer courtesy and support to students and staff, as well as practicing active listening when confronted with a person showing signs of discomfort or distress.

HIA staff will do their best to respond with an email reply, after clarifying the necessary details, within 12 working days.

## 6.9 Bullying

Health Institute Australasia is against any form of bullying whether it is directed towards students or staff.

Bullying is a global term that describes a range of unacceptable behaviour ranging from name calling to violent physical assault. Bullying in educational institutions is not a new phenomenon and has recently been identified as an issue of concern for students, instructors, parents and the wider community.

### 6.9.1 Definition of bullying

The definitions of bullying listed below are from a range of sources including Australian and international research. Common elements in these definitions suggest that bullying involves the inappropriate use of power by one or more persons over another less powerful person or group and is generally an act that is repeated over time.

### 6.9.2 Examples of bullying can be:

**Verbal:** name calling, put downs, silencing, humiliation, threats, intimidation, scratching, tripping, spitting, shouting down, abuse, accusations

**Social:** ignoring, excluding, ostracising, alienating, undermining.

**Psychological:** spreading rumours, stalking, dirty or aggressive looks, hiding or damaging possessions, instilling fear for one's safety.

## 6.10 HIA policy to address bullying behaviour

- The Institute actively promotes an environment which maximises the opportunities of all students to strive for excellence
- Priority is given to enhancing self-discipline and respect for the rights of others, supported by appropriate implementation strategies
- The inclusion of anti-bullying and anti-harassment strategies are in line with DEET guidelines
- Use of appropriate graded sanctions and consequences which are consistent with DEET guidelines
- Information on the support available to students who are victims of bullying or who bully is articulated in relevant policies
- The rights and responsibilities of students, parents and Institute staff are clearly specified and expressed in positive terms
- Institute and class rules are clearly explained with relevant skills and processes being taught to students to ensure that rules are understood and effectively implemented regarding the Code of conduct - bullying
- To ensure that students understand their rights and responsibilities, the Institute teaches the necessary knowledge, skills and abilities as a primary prevention strategy.

## **6.11 Student's Rights**

All students have the right to:

1. Be treated with courtesy, kindness and respect
2. Express their feelings and opinions assertively
3. Work, rest, play and interact in an atmosphere of harmony and cooperation
4. Feel secure and safe in a caring and supportive environment
5. Expect that HIA's rules are fair, including that of race, gender, cultural, physical or intellectual diversity
6. Learn in a supportive atmosphere

## **6.12 Student's Responsibilities**

The following responsibilities support these rights:

1. Treat others with courtesy, kindness and respect
2. Listen to others with mutual respect
3. Maintain a safe and secure school environment
4. Develop responsibility for one's own actions
5. Model and support HIA's rules
6. Value others, for their individual differences
7. Work to achieve one's own personal best whilst allowing others to do the same

**Any acts of bullying must be reported to the Campus Coordinator or Course Instructor immediately and an Incident Report must be completed and forwarded to head office.**

## **7. SUPPORT SERVICES**

### **7.1 Welfare and Guidance Services**

The aim of HIA is to ensure that the student has a positive educational experience and to monitor the care and welfare arrangements of students.

### **7.2 Student Support Policy**

HIA Management and staff are committed to the provision of support services for enrolled students, with staff in place who are appointed for contact and referral for student support and general welfare matters.

All enrolling overseas students are provided with an orientation event which includes guidance concerning student support services and allows students to adjust to different cultural and environmental factors

### **7.3 Student Support Procedure**

HIA's management is aware of the significant cultural adjustments that students from overseas countries experience and to this end provides extra activities, relating to food, religion or language, movies shown are usually free of charge, there is also a free Bollywood movie lending library, and so on, to make the students feel at home.

The Overseas Student Contact Officer (OSCO) is a designated member of staff at HIA and provides a contact point for all overseas students. The OSCO ensures that where staff has identified, or enrolled students have indicated their need of support or welfare, the OSCO shall seek further advice from the student. The following points are included in the staff training/induction manuals which include tests to ensure staff compliance.

Equipped with advice from the student the OSCO:

- Responds to questions concerning course progress and refers the student to any relevant training staff for further advice.
- Where an accommodation or general welfare issue arises, provides advice on accommodation, Queensland Public services, counselling assistance with personal, emotional or cultural issues.
- Students are advised that the support services of HIA are at no extra cost.

### **7.4 Student Support Services Review**

The Overseas Contact Officer maintains a log of student support service events and enquiries and

- Liaises with and maintains advice on current progress with students referred to either training staff or Relocation Unit staff.
- Prepares a quarterly report of student support services accessed by students and submits this to HIA management for review.
- The CEO ensures that Student support services are reviewed quarterly in HIA management meetings and that corrective actions required are addressed and applied.

## **7.5 Support Services and Toll Free Helplines**

Lifeline 13 11 14

Beyond Blue 1300 224 636

Domestic Violence Line 1800 65 64 63

1800-RESPECT 1800 737 732

Centre Against Sexual Assault: 1800 806 292

Direct Line (Drugs & Alcohol Counselling): 1800 136 385

G Line (Problem Gambling): 1800 622 112

Women's Domestic Violence Crisis Service: 1800 015 188

Kids Help Line: 1800 55 1800



## **8. YOUR HEALTH AND SAFETY**

HIA is committed to providing you a safe environment in which to participate in training and assessment. We are aware of our responsibilities under the Work Health and Safety Act 2011 to maintain a safe environment.

A visit to Nirvana Wellbeing Retreat enables students to experience a living eco-friendly environment, and experience a natural rainforest, within the Australian bush. To ensure your welfare and to protect our wildlife and its environment, please be reminded that you are required to remain under the full supervision of your group leader at all times at Nirvana Wellbeing Retreat. Please remember to keep together as a group and with the lecturer/supervisor of the day.

Regular checks are carried out on all equipment and grounds at Nirvana. It is important that all HIA/ Nirvana Retreat procedures are followed and that students are aware of the consequences of not following the guidelines which are in place for their own health and safety.

### **8.1 Your Safety**

Below we have outlined the main points that ensure your safety, although instruction on matters concerning the health and safety of students will take place during orientation upon arrival at the retreat campus.

The following guidelines are provided as a basis for safe practice in a face-to-face training environment and are applicable to any face-to-face workshops that HIA may run:

- Know and observe the details of emergency response and evacuation procedures.
- Do not undertake activities that may cause injury to yourself or others.
- Be responsible for your own actions.
- No smoking is permitted anywhere on the property of Nirvana Wellbeing Retreat, due to the high fire risks.
- Report all potential hazards, accidents and near misses to the relevant RTO staff.
- No consumption of alcohol within training and assessment facilities or whilst the training and assessment is being conducted.
- Keep training and assessment areas neat and tidy at all times.
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area OH&S; and
- Observe hygiene standards, particularly in the kitchen, whilst eating and in the bathroom areas.

### **COVID-19**

Government directed COVID procedures and guidelines are followed. Where necessary, or otherwise directed, the wearing of masks, temperature readings taken and acted upon in accord with the government directions,

### **8.2 Orientation**

Face-to-face students will be guided through a number of health and safety procedures for both HIA campuses at Southport and Nirvana Wellbeing Retreat, Beechmont.

### **8.3 Valuables**

Students are requested not to bring valuables, jewellery or large sums of money to the Institute. The Institute does not accept any responsibility for any loss or damage to personal property.

## **8.4 Medication**

Medication, including headache pills will not be given to course participants.

## **8.5 Work and study areas**

- Always ensure that all work areas are clean and clear of clutter,
- Please be mindful about how your run leads to charge your laptop and other equipment to avoid the danger of accidents caused by trip hazards.
- Please place all rubbish in the bins provided.
- Please ensure that bench tops and spaces are left clean and tidy.
- Please do not sit or climb on any desks or tables.

## **8.6 Lifting**

- Learners, trainers, and assessors are encouraged not to lift anything related to the training and assessment provided by HIA, unless they do so voluntarily and taking all responsibility for any injury caused.
- Never attempt to lift anything that is beyond your capacity.
- Always bend your knees and keep your back straight when picking up items.
- If you have experienced back problems in the past, do not attempt to lift heavy objects at all. Ask someone else to do it for you.

## **8.7 Electrical equipment**

- Electrical equipment that is not working should be reported to HIA staff.
- Electrical work should only be performed by appropriately licensed or trained personnel. Learners, trainers, and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

## **8.8 Reporting**

Report every injury, no matter how slight. A small scratch which does not bleed is able to become infected and therefore should be treated and reported.

## **8.9 Fire safety**

- HIA will communicate the procedures involved in evacuation and the location of fire equipment to learners at each facility for each training and assessment event, and to participants of the office at least twice each year.
- Please familiarise yourself with the location of all EXITS and fire extinguishers. These will be pointed out to you as part of your orientation.
- It is the participant's responsibility to understand the fire drill procedures displayed around the premises.
- Participants are required to attend any sessions relating to fire safety procedures and the use of fire safety devices.

### **8.9.1 Fire Assembly Points**

HIA Southport: On the pavement, outside the front Reception door, in Rawlins Street.

Nirvana Retreat: In the centre of the front lawn.

## 8.10 **First Aid**

- Provision of First Aid facilities is available where training is delivered.
- All accidents must be reported to staff.
- Any accident and subsequent aid administered must be recorded by the staff involved, in the incident/injury register.

### 8.10.1 **First Aid Kits** are located at each Campus.

They contain equipment to enable basic first aid to be administered.

#### **HIA Southport**

First Aid Kit is located at the front Reception desk, near the main entrance.

#### **Nirvana Retreat**

First Aid Kits are located upstairs, in the library, and also in the kitchen.

Qualified First Aid personnel are usually present.

Additionally, the entry level of VET course at HIA require/provide a First Aid qualification.

## 9. THE COURSES

### 9.1 TWO GOVERNMENT ACCREDITED STREAMS OF LEARNING

Students can enrol in two streams of government accredited, competency based training, namely

- **Yoga Teacher Training**
- **Ayurvedic Consultant And Practitioner Courses**

(with HIA payment plans available)

### 9.2 YOGA COURSES QUALIFICATIONS

#### 9.2.1 Level 1, **Yoga for Life**. 600 hours (Austudy approved)

Deepen your practice. Spiritualise your yoga.

Cert IV In Yoga 10885NAT. Cricos code: 0100557.

#### 9.2.2 Level 2, **Yoga Teaching and Life Skills**. 1200 hours.

Teach what you love. Learn how to convert your calling into your vocation.

Diploma of Yoga Teaching 10886NAT. Cricos Code 0100558

#### 9.2.3 Level 3, **Advanced Therapeutic Yoga Teaching**. 1800 hours,

Advanced Diploma of Therapeutic Yoga Teaching.

Change your life and the lives of others.

Be the kind of leader and change agent the world most needs right now.

Advanced Diploma of Therapeutic Yoga Teaching 10887NAT. Cricos Code 0100559

### 9.3 AYURVEDIC COURSES QUALIFICATIONS

#### 9.3.1 **Ayurvedic Lifestyle and Wellness Consultation** – 1 year

Diploma of Ayurvedic Lifestyle Consultation HLT52615. Cricos Code 0100555

#### 9.3.2 **Ayurvedic Healing Practitioner**. 2 years

Advanced Diploma of Ayurveda HLT62616. Cricos Code 0100556.

Course structure, duration, unit weighting, sequencing, scaffolding, alignment with the training package requirements and course logic all play their part in the training and development of the learner. The volume of learning is a dimension of the qualification's complexity, with sufficient time allocated to cover all of the required knowledge, skill development, evaluation and continuous improvement. The factors that influence the rationale for the amount of training and duration include:

- The design structure of the course, such as unit-by-unit, unit clustering and/or holistic learning delivery methods and activities, assessment methods and tasks, and resources and equipment requirements, to support achieving a qualification, as opposed to a short course.
- Clustering units of competency together according to their common work function, and /or-shared knowledge and skills means that these items can be trained and assessed more efficiently without unnecessary repetition.
- The mode or combination of modes used to deliver the intended training. Multi modes such as face-to-face classroom combined with online learning and work placement (practicum) as an example, are highly efficient, as the learner has greater access to learning by benefiting from both trainer facilitation and their own directed and self-directed study.
- Existing skills, knowledge and experience of the learner.
- Reduction in the number of units required to be delivered, if units are issued through credit transfer or recognition of prior learning before the 'training'.

## **9.4 LANGUAGE, LITERACY AND NUMERACY SKILLS AND ASSISTANCE**

HIA is involved in international education and welcomes international students and students who speak English as a second language. HIA stresses the importance of viewing apparent language difficulties in a cultural context. It can be difficult for students coming from a different cultural background and the Institute asks all students to support these students.

Language, literacy, and numeracy skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as measuring, weighing and comprehending written work instructions.

Entry into HIA's courses for international students, requires that students possess a satisfactory level of English. Students are required to have a minimum year 10 English or alternatively an IELTS score of a minimum of 5.5. Course credits may be available.

Students:

- Must be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated.
- Must be able to use and respond to spoken language within a variety of contexts, and be able to follow simple instructions in English.
- Must be able to deal easily with straightforward calculations either manually and/or using a calculator.

**To support this HIA will:**

- Assess a learner's language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;
- Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to learners about the details of the language, literacy and numeracy assistance available. HIA generally recommends the LLN training courses provided by TAFE. These institutes have specialist teachers to support the learner's development.
- Refer learners to external language, literacy and numeracy support services that are beyond the support available within HIA and where this level of support is assessed as necessary; and
- Negotiate an extension of time to complete training programs if necessary.

## **9.5 STUDY OPTIONS**

### **9.5.1 Full-time, face-to-face, on campus, fixed schedule learning**

This is the most expedient method of study. Students follow a fixed timetable with a fixed course fee. This mode of study is suitable for domestic students and International students who obtain a student visa to study with HIA in Australia.

Students can also pay by the subject.

#### **There are 4 intakes a year:**

- January- February (Summer intake)
- April (Autumn intake)
- July (Winter intake)
- October (spring intake)

### **9.5.2 Distance and online learning; Blended learning, Correspondence students**

Start anytime! Intake and end dates are dependent upon when you commence your course, which can be at anytime. The hybrid mode that combines online training with face-to-face training in the skills needed to function in the industry is known as blended learning. With the support of online tutors and a robust Learning Management System, you can fit study around your work and/or personal commitments.

Please note that Skype, video assessment, Zoom and interactive CD rom training may apply. This option is applicable if you are a domestic student, an off-shore student, or have a valid student visa for studying in Australia, and are studying dual courses, or have a partner visa.

International students, please be informed that if you have applied for an international student visa for the course, you must attend face-to-face as a 'live' student, to maintain your student visa status. In this scenerio, distance learning will not be applicable to you.

#### **Duration of online study**

- Certificate IV in Yoga 10885NAT, Cricos code: 0100557. Yoga for Life, 1 year. 600 hours
- Diploma of Yoga Teacher Training, 10886NAT, Cricos code 0100558. 2 years. 1200 hours
- Advanced Diploma of Therapeutic Yoga Teaching. 10887NAT. Cricos code 0100559 3 years. 1800 hours.
- Diploma of Ayurvedic Lifestyle Consultation HLT52615. Cricos code 0100555. 1 year.
- Advanced Diploma of Ayurveda. HLT62616. Cricos Code 0100556. 2 years.

### **9.5.3 Part Time study**

Please seek clarification.

## **9.6 CREDIT TRANSFERS, RECOGNITION OF PRIOR LEARNING (RPL) & UPFRONT ASSESSMENT (UFA)**

### **CREDIT TRANSFERS**

In the national VET system, nationally endorsed qualifications, skill sets and units of competency are recognised and portable across Australia, regardless of where they were issued.

HIA accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- authenticated VET transcripts issued by the Registrar.

If you already have successful competency with a UoC, there should be no reason you would need to re-do it, unless the version/course code has been changed. This usually indicates that the government has deemed that the Unit needs some additional or updated information to be studied for competency.

Successful applicants who have completed and been awarded a qualification for any part of their course from another RTO, are eligible to receive a credit for previously completed components, which exempt them from attendance and assessment. Please note that providing credit for previous studies is not recognition of prior learning. It is recognising the equivalence in content and learning outcomes between different types of learning and/or qualifications previously undertaken and completed successfully.

### **RECOGNITION OF PRIOR LEARNING (RPL)**

Recognition of Prior Learning (RPL) and Up Front Assessment (UFA) is an assessment-only pathway of determining the competence of a person. This process recognises your existing learning from work experience, life experience (eg. community work, hobbies) and other courses (eg. formal or informal training). This means if what you have learnt elsewhere is relevant to the course you are undertaking, and your skills/competencies and knowledge match the course requirements and your training is appropriate to HIA's requirements, you may not have to do some parts or all of the course and a full or partial exemption may be granted.

Each application will be assessed individually on its merits. It will be professionally conducted and be valid, reliable, flexible and fair. Please forward your application along with relevant documentation at least four weeks prior to enrolling for assessment.

- An admission fee is applicable for all RPL applications.
- RPL fees are based on the individual requirements for each application. Mapping is an expensive process, and time consuming. The fees for mapping RPL reflect this, and can sometimes be between 60-80% of the Course fee.
- Applications must be received prior to acceptance and placement into the course.
- HIA courses are priced as a complete package, and the course fee reflects this.
- However, individual UoCs are priced on a subject-by-subject basis
- Fees will revert to a subject-by-subject basis.



## 9.7 COURSE ENTRY CONDITIONS, ELIGIBILITY, SUITABILITY

Entry into HIA's courses requires that students possess a satisfactory level of English. Students are required to have a minimum year 10 English (level C) or alternatively an IELTS score of minimum 5.5. (An original certificate showing test results must be provided with your enrolment application form).

Students with a grade below this level may require an additional English test, and if necessary, a short course in English to lift their standard prior to commencing their enrolled course.

Past educational and vocational qualifications should be added to a student's course entry application.

Where a student believes they may have course credits or certifications, a request for a Recognition of Prior Learning application should be included in the student's application.

In summary, whilst there are no formal entry pre-requisites,

- Applicants must be over 18 years of age.
- It would be beneficial for applicants to have a sincere interest in the study of Yoga and natural healing arts along with a real desire to use this knowledge and these skill in the service of all.
- Literacy and numeracy equivalent to the general education of Year 11.
- English: a minimum score of 5.5. IELTS or equivalent.
- Mature age entry (25+) is also available for applicants. In the situation where 'life's education' over takes formal education, two references confirming maturity and level-headedness must accompany Application for Enrolment.

Each level of study and instruction is a pre-requisite for the next level of study.

Please note that approvals are not automatic. Even if you do not need to seek to be a full-time professional, and no matter what level you take up training with us, foundational or mastery, pursuing your studies full-time or part-time, HIA aims to cultivate excellence in you

So, we ask a lot from you:

- Commitment • Dedication • Devotion are mandatory.

You do not need to be fantastic in Yoga or to know Sanskrit to apply. We help you develop through our training.

Enrolment is conditional. We look for trainees who are:

- Mature, dependable, responsible
- Willing, and with a caring nature required in the teaching of Yoga and for Ayurvedic treatments, body-work, counselling, to work with youth, the elderly, fit and the infirm.
- Prepared to make and devote time
- Devoted to
  - i. the art of Yoga & Ayurveda
  - ii. furthering the disciplines of Shanti Yoga and Ayurveda
  - iii. the *alma mater*, HIA
- Pull their weight and are not be shirkers or slackers
- Have and/or are willing to develop good communication and interpersonal skills
- Willing to practice and learn. We do not accept trainees who 'know it all'.

*If your mind is empty, it is always ready for anything. It is open to everything.  
In the beginner's mind are many possibilities. In the expert's mind there are but a few.*

*Suzuki Roshi*



## 9.8 COURSE APPLICATION PROCEDURE

1. All course applicants need to fill out the online Application for Enrolment Form from the HIA website [www.healthinstitute.edu.au](http://www.healthinstitute.edu.au), and submit it online to HIA, with a non-refundable Application Fee of \$250.
2. HIA will then email a receipt for the Fee for Application to the student.
3. Upon receipt of the application form and fee, HIA will contact the student or their agent to confirm the following:
  - Course being applied for
  - Method of study (face-to-face or online or part-time)
  - Course start date
  - Payment details.
4. Based on the information provided by the student or their agent, HIA will draw up a Letter of Offer, (LoO) which will confirm the details in writing, including a payment plan if applicable, and email it to the student.
5. The student must read through the LoO, sign it and return the signed LoO to HIA, accompanied with the course deposit. The student must also sign to acknowledge that they have read the Student Manual which is on the website. This now becomes a Letter of Acceptance on behalf of the student, and is a firm contract between the student and HIA.
6. When the signed Letter of Offer and Acceptance, together with the deposit, is received by HIA, HIA will email a receipt for the Course Deposit fee to the student.
7. HIA can now initiate a Confirmation of Enrolment letter for the student into their chosen course.
8. Your USI (unique student identification) number now needs to be organised.  
You may already have one. If so, please provide it to admin.  
If you do not have one, as yet, you can source one online.
9. We require a photo for your student ID card.  
We can take your photo when you are at the Institute, or you can send us an appropriate one.
10. Face-to-face students must present themselves at the Campus on the Course start date.  
For correspondence students, HIA administration will provide you with the information you will need to start online.

## 10. YOGA COURSES

### 10.1 YOGA - FORMAL EDUCATION in 3 parts

- Live • Learn • Teach Yoga.  
Light a path

*“If I light a candle with the flame of mine,  
I give you light and lose nothing of my own.”*  
Thomas Jefferson

Are you ready? Has yoga changed your life? Do you want to share your practice with the world.

When you enroll in our teacher training three year program,

- You learn the sacred practice, *sadhana* and the healing practice, *chikitsa* of yoga from the ground up
- You learn how to teach safe, fun, healing and empowering classes, so that you become the teacher you were meant to be, grounded in classical Yoga refined and developed through the Shanti Yoga tradition of non-judgemental self-awareness and compassion.
- HIA, however, offer more than just a teacher training experience. We live in a universe of continuous potentiality. Every time we stretch the boundaries, we find there is more...more sensation, more wealth, and yes, more problems. You learn how to help others with the therapeutic aspects of Yoga.

*“I alone cannot change the world,  
but I can cast a stone across the water to create many ripples.”*  
Mother Teresa

### 10.2 INTRODUCTION TO OUR YOGA TRAINING COURSES

Classical Yoga is the everyday practice of enlightened living. So deeply immersed in an activity that we become it, through the practice of classical Yoga, we encounter the suspension of time, and a sense of belonging, homecoming, reconciliation, and avail ourselves to the largest possible life, characterised by courage, humility and gratitude.

The practice of Yoga offers remarkable tools to help you develop your own health and immunity, as well as to help others in a similar way. If you possess the skills, you can make a huge difference in the world by helping out those in need of physical, mental or spiritual light, strength and healing. Health Institute Australasia provides you with this opportunity to equip you such necessary skills through our training programs. Our teachers are some of the most experienced and integrated personalities, who have been sharing this knowledge with people all over the world for more than four decades.

Yoga Teacher Training presents an opening into what you cannot possibly explain or define, and yet know already at a much deeper level. Give yourself unreservedly to this mystery, with a level of inquisitiveness, presence, self-nurturing, spontaneity and playfulness, even if you are unsure where it will lead you.

Training is conducted as your unique journey, at three formal levels. Each level is 600 hours and is the underpinning level for the next qualification. Taking into consideration a student life-work-study balance, each level generally takes around a year to complete.

### 10.3 YOGA COURSE RATIONALE

*“Never doubt that a small group of thoughtful, committed citizens can change the world.  
Indeed, it is the only thing that ever has.”*

Margaret Mead

Shanti Yoga™ is the ultimate science for human transformation. It stands out as the system for perennial wisdom, which provides us with necessary tools for those seeking to attain wellbeing and freedom from the sickness, disorders and limitations of the mind and body in life.

The holistic and scientific application of yoga as a lifestyle provides our students with the experience they are looking for in the pursuit of self growth and transformation. Together with this we also give them the tools to be able to share their learning and experiences in their communities and in society.

Shanti Yoga has evolved from a traditional lineage of authentic, classical yoga, curated through the mind of a deeply experienced Yogi with 50 years of experience of teaching yoga in the West.

Health Institute Australasia's Yoga Teacher Training program is the culmination of five decades of Shanti Gowans' experience in teaching yoga to monastic and lay students, and yoga teacher trainees.

It provides a comprehensive, fully integrated curriculum, in three parts, that far surpasses the standards set by the industry, and produces exceptional teachers who are recognised as gurus in their field of influence. You too can reap the rewards of this education in your personal life, in your work, financially and in both local and international arenas.

The trendiness and popularity of yoga today would have us believe that Yoga is just a vehicle for exercise. However, Yoga is so much more. Yoga is an ancient science that will radically transform your life and thought processes to readily manifest health, abundance and happiness into your life. It is a powerful, transformational practice and an ideal way for self-cultivation, that leads to physical and mental health and healing, spiritual and moral development, ethical behaviour and ultimately a better society. It integrates and incorporates the knowledge, philosophies and practices of traditional yoga, Patanjali's Yoga Sutras, with contemporary developments in yoga that are universal and of direct relevance to the current stage of evolution in our Western society.

Shanti Yoga Teacher Training fosters personal growth, helping others, shedding the ego and turning negativity into optimistic thinking and actions, to awaken the world. When you study to be a Yoga teacher at Health Institute Australasia, your course will involve much more than just doing downward dog, handstands or sun salutations, and also much more than just textbook learning. You will be taught the history of Yoga, along with its philosophy, and psychology and learn a wide range of practices and skills to gain the ideal preparation for your future.

All your course materials are provided, and you will have the bonus of experiencing your life at spiritual retreats. There are no enticements to spend money on additional requirements in the form of packages, workshops, seminars, and so on, for deepening your knowledge and practice or raising your Kundalini.

Competition is not factored in, nor encouraged. The energy at Shanti Yoga's Health Institute Australasia is uplifting and infectious. Over the years, we have seen thousands of lives touched, changed, transformed and saved by the revolutionary, creative experimenting that has had people falling in love with their yoga again, or for the first time, whilst never stopping their exploration.

## **10.4 OVERVIEW**

Education and training at each qualification level is designed to increase competencies and further specialisation within the systematic and coherent body of Yoga, provide on-going professional development, training and support, including access to the literature and research for in-depth understanding in a specific area of knowledge.

Education and Training courses are intense periods of self-development, dedication, study and training in human excellence. Please come prepared to learn and work. The courses are mines of information for prospective and practicing teachers of Yoga, with several levels of study. The material and practices are all geared towards practical application in your own life, and in the lives of those around you. So that you regularly update your skills and knowledge with the latest developments, The Institute recommends further and ongoing education for Shanti Yoga teachers.

Through our Teachers' Training Program, from the fundamental principles and practices of Yoga and their use in everyday life, to advanced study, HIA would like its graduates to eventually become full-time Yoga teachers and Yoga therapists who earn a healthy living through this noble profession. Even if you don't intend to teach Yoga, and some of our students don't (at first, anyway), you'll find that preparing to teach is a wonderful way to learn. In the meanwhile, you will experience the healing and transformational effects of Yoga within yourself.

At the Institute, our CEO Shantiji takes a personal interest in the student, inspiring and encouraging them to achieve distinction in their studies and enters into their lives with a view to form ideals, remove psychological obstacles, and create in them a spirit of consecration. Development of respect for the teacher, a spirit of effort, study, and service towards all including the teacher, the Institute and Shanti Yoga™ arises from adopting the attitude of the student.

## **10.5 SEQUENCING**

The curriculum is sequential and heirarchacial. The order in which the learning outcomes and performance criteria are assessed and the mode of delivery are determined by HIA. Factors which are considered when determining the mode of delivery include the effectiveness of achieving the desired learning outcome and the relative efficiency of the mode of delivery. HIA reserves the right to alter the sequencing of a course.

## **10.6 LEARNING RESOURCES**

Learning resources are available to course participants online, and also in the form of handouts. Use of HIA's Library is encouraged, and is available for study on the premises. To additionally support learning, resources are also available at University and TAFE Campus Libraries (separate fees may apply).

## 10.7 CURRICULUM

Thorough teaching of Yoga requires competency in three main areas. These are:

1. Underpinning knowledge and the education to develop your understanding
2. Personal practice, so that you can lead by example
3. The ability, integrity, maturity and courage to teach authentically.

Thus curriculum is established at several levels that include:

- knowledge of the subject: the history of yoga and the philosophy on which it is based.
- classical paths
- the eight 'limbs' of Yoga
- knowledge of the extensive literature on the subject, which will enable the teacher to advise about books and other aids
- knowledge about the immense variety of needs which bring people to Yoga
- knowledge of the working of the human mind and body
- optimum standards: space, time, temperature, furniture, equipment
- how to develop and convey the understanding and practice in a class
- you, the Instructor to be
- your Yoga expertise
- personal qualities needed to commend Yoga to pupils
- empathy with students
- class management
- safety rules in the classroom and in the syllabus
- verbal ability to describe postures and movements
- practical ability to lead pupils in:
  - relaxation techniques
  - breathing sequences
  - postures and movements
- ability to lead a class into a successful experience of concentration and contemplation;
- proper balance between commitment to the discipline and response to the pupil's needs
- specialist instructions for children, the elderly, sick, handicapped, private pupils.

### 10.7.1 Curriculum Changes

A college is an organic entity, constantly changing and upgrading to keep up with new professional, industry, student and government requirements.

Government accreditation includes

- registration as a College
- accreditation of the individual courses that are offered
- compliance with the government's national standards
- resources of the College, including human resources to maintain and deliver the standards.

As health and natural therapies become more regulated, so do the educational aspects of the profession. An increasing amount of time and resources is spent on complying with new government and professional requirements. The Institute reserves the right to alter the curriculum. Changes to the curriculum will be communicated to students via email and/or The Institute's notice board. Students studying a course where changes are applicable, are required to follow the amended curriculum in order to receive their awarded Professional Training Program.

## 10.8 TRAINING MAP

### Understanding Theory

- Training Sessions
- Classes and workshops
- Retreats
- Journaling
- Study groups
- Concept maps
- Reflection
- Background reading
- Writing /Assignments
- Lectures, Tutorials, Seminars, Webinars

### Practice Skills

- Daily living
- Training sessions
- Classes, workshops, tutorials, webinars
- Retreats
- Study groups
- Work
- With family and friends

### Personal Development

- Reflection
- Journaling
- Work
- Daily Living
- Training sessions
- Study groups
- Personal Therapy
- Retreats

**Assessment** is based on:

Understanding theory, Practice skills, Personal development and includes:

- Assignments
- Attendance at Training
- Trainer Observation
- Ongoing Feedback
- Concept maps
- Peer evaluation
- Self-evaluation
- Competency exam

## 10.9 YOGA COURSE INFORMATION AND STRUCTURE

The Yoga Curriculum is a cumulative, 3-year study, comprising a multi-tiered courses in 3 parts, namely:

- **PART 1**  
**Cert IV Yoga** 10885NAT, Cricos Code 105455G.  
The foundational course in *Yoga for Life*, 600 hours, 1 year
- **PART 2**  
**Diploma of Yoga Teaching** 10886NAT, Cricos Code 105456F, 1200 hours. 2 years  
Includes the foundational course in *Yoga for Life*.  
RPL or 600-hour course-credit can be obtained for completion of 10885NAT Certificate IV Yoga.
- **PART 3**  
**Advanced Diploma of Therapeutic Yoga Teaching** 10887NAT, Cricos Code 105457E,  
1800 hours. 3 years. Includes the foundation study of *Yoga for life*, *Teaching Yoga*,  
and further study towards imparting the therapeutic science and art of *Yoga*.  
RPL for 10886NAT Diploma of Yoga Teaching of 1200 hours.

These three courses have been accredited by the Australian government and are eligible for overseas student visas to study in Australia.

- Each part is conducted over 52 weeks, comprising an academic year of 40 weeks duration, with breaks, aligned with Queensland school terms.
- Full-time students must complete their lecture, tutorial, and class attendance within the allocated period. Online access and class attendance will terminate at the course-end date.
- Course extensions must be applied for while you are still a learner.
- It is mandatory to sign off hours attended immediately after each and every attendance (class, tutorial, retreat, whatever), and student logbooks need to be kept current. They remain the property of the Institute in your file for assessment validation.
- There are also some weekend tutorials, retreats, and student activities.

The College runs its courses for the duration of an academic year i.e. 40 weeks, with tuition for 4 terms of study. Each term is of 10 week's duration. Attending classes is optional for students during their term breaks.

### **Course Requirements for Full-Time, 2/3 year Fixed Program on Campus, or online**

The training program offers the opportunity to complete the Diploma of Yoga Teaching and/or the Advanced Diploma in Therapeutic Yoga Teaching, either

- over a minimum of 3 years as a full-time fixed program (2 years for Diploma in Yoga Teaching)
- or the opportunity for distance education with flexible learning and one-weekend attendance per year at retreat, and another intensive week of training at the Institute for the second and third year of study. These are included in the fees.



## 10.10 EACH YEAR OF STUDY: YOGA

Each year develops trainees to a particular level of depth, and while some trainees may elect to complete all three years of the program, others may find the first or second year sufficient for their purposes. The entire course is structured at 1800 hours.

Training is set at a minimum number of hours, and trainees are encouraged to take a self-directed learning approach. Thus a person can choose their own pace and learning style and can invest additional hours as they wish, in order to derive more benefit from the training provided.

Each training year has requirements for the Advanced Diploma, plus a set of more general requirements which must be satisfied in order to progress to the next level. Demonstration of progression in terms of an explicit list of personal competencies is essential for progression to subsequent years and a Personal Process Journal.

### **10.10.1 Entry Level for teaching is a one year course in foundational principles and practice, 10885NAT: Cert IV in Yoga.**

Foundational studies in the first year (Cert IV) introduce trainees to the core principles of the Yoga discipline, through an integrative approach of theory, skills and practice. There is a component of attendance and completion of personal training hours on the mat/meditation cushion with an approved Shanti Yoga instructor, or via manuals, notes, digital audio-video material for distance education; at retreats, lectures, and training sessions, written work, and study of prescribed texts. The main focus is on establishing an initial experiential familiarity with the wholistic fundamentals of Yoga.

### **10.10.2 This is followed by a one-year instructor's course, 10886NAT, Diploma of Yoga Teaching.**

In the second year (Diploma) training builds on the basis of the first year, but emphasises the application of the principles of working with people under supervision. Neither flashy techniques nor clever interventions are seen as essential abilities for a teacher of Yoga. Rather, authentic relating, presence, clear self-awareness, and unfettered observation constitute the underpinning requirements of Yoga teaching at the Diploma level. There are components of attendance at retreats, lectures, and training sessions with class participation; an essay about the prescribed text, and one's personal process essay, and two seminar presentations on Yoga.

### **10.10.3 By the third year, learners hone their skills to a high level of competence to a Master Instructor, course 10887NAT, Advanced Diploma of Therapeutic Yoga Teaching.**

At Advanced Diploma, the Yoga teacher is a midwife, assisting a process which has its own natural rhythm of unfolding and which primarily requires an ability to be finely tuned to the training components and the needs of the moment.

Study groups are structured by trainees throughout the three years, providing a forum to extend their learning and build mutual support in the study process. Attending tutorials, discussion groups, retreats, touch-the-earth days, Shanti Yoga and HIA events etc. with a cohort of fellow students and tutors enables this to be experienced formally and informally. A manual of exercises and discussion topics is provided which can be used in the study sessions. During the training year, 45 hours of group study time must be completed. They may contain between 2 to 4 participants. The structure is flexible in terms of frequency and duration.

**For On-campus students, each year is comprised of one-third Theory + two-thirds Practice**

## 10.11 ATTENDANCE AND PARTICIPATION

### 10.11.1 ATTENDING CLASSES ON THE MAT AND MEDITATION CUSHION,

This, in an ideal world, would equate to 10 hours a week to accrue 100 hours for a 10 week term, or 400 hours a year of matwork with a teacher.

The Shanti Yoga™ clear teaching method allows you to understand the sacredness and power of evolving and deepening asana with a complete yoga, breathing, relaxation, and meditation practice that teaches you how to unlearn performing, or ‘doing’ yoga that you may have practiced in the past and make room for the un-doing, that is transformational during the yoga *sadhana* that you are learning and growing from, in the present. This will allow you to clear the tension in your mind and body, and express your life’s true purpose creatively and confidently.

### 10.11.2 THEORY AND KNOWLEDGE

The theoretical aspects are interwoven in practicum, hence your attending and participating in tutorials, lectures, workshops, reading, and homework is transformational. 200 hours i.e. 5 hr/week for 40 weeks. (Note: For successful completion of assignments and homework 10 hours per module is allocated. i.e. 100 hours for the completion of all 10 modules).

### 10.11.3 RESIDENTIAL LIVING YOGA AND AYURVEDA WEEKEND RETREATS

Course students have the opportunity to spend a peaceful and wholesome weekend with Shanti Yoga teachers and mentors, fellow learners, and like-minded attendees from the general public.

Residential training is an effort to provide a taste of the traditional method of the *Gurukula* system of informal education of India, the *Guru Shishya Parampara*. References from the classics of Yoga indicate that a student with the blessing of their own family, joins the family ashram/ teacher after an oath of initiation and learns the science and discipline both theoretical and practical aspects and acquires other knowledge and life skills enabling him or her to become a good member of society.

In order for you to be signed off for your hours of attendance per weekend retreat, please understand that these are not retreats, nor merely workshops, although we do conduct many retreats and workshops which you are able to attend. Please attend to your duties and classes during your retredat.

***Nirvana Time-Out Yoga and Renewal*** retreats are healthy living immersion programs’ that offer course learners a holistic approach to health, and being a true human being. Students must attend from 3 pm on Friday to 4 pm on Sunday. During retreat, you focus not only on the health of the body, but also on the mind, heart, environment, and service, helping you discover a new level of wellness and vitality from a study-work-life balance.

There are 4 complementary, optional residential weekend retreats per qualification, for on-campus students, that are included in your course curriculum for your study-work-life balance. These accrue 18 hours for full attendance at the designated retreats. There are no rain checks for this gift, and unused portions of the retreat (or parts thereof) will be forfeited. Upgrade to a single room is based on availability and incurs a fee. Special meals and treatments also incur an additional fee.

Additional attendance to appropriate retreats as electives allow learners to accrue 10 hours a day. Attendance and bookings must be arranged and confirmed by prior, written (email okay) negotiation and agreement with HIA administration, and occur a student rate fee.

## RESIDENTIAL RETREAT THEMES

### **Levels 1 & 2 *Nirvana Time-Out Yoga and Renewal Residential Retreats:***

- Believe in Yourself, Transform your Life.
- Meaning, Passion and Purpose in the Pursuit of Happiness
- Cook Taste, Heal: Healthy Mind, Healthy Body
- Emotional Wellbeing

### **Level 3 *Nirvana Mindfulness Meditation and Sacred Healing through Reflection and Service Residential Retreats:***

- Inner Quest: Return to the Moment. Calm Abiding and Simple Peace
- Cultivating Mindfulness and Inner Peace
- The Altar Within: Peace is the Way, Love is the Answer
- Embodying Reverence: Peace in every breath

## **10.11.4 NATURE, ARTS AND CULTURE**

Immersion in Nature, Arts and Culture are optional, but recommended. These are conducted as Shanti Yoga and HIA events, and included in your course curriculum to deepen your study and life experiences. They are a bonus and a gift from Shantiji and no fees are levied for current learners. There are no rain checks for this gift, and unused portions (or parts thereof) will be forfeited.

- Heart and Soul Community Singing
- Sacred Sound and Music Medicine: Om: *kirtan, bhajan, mantra, sacred chanting.*
- Sanskrit calligraphy and sound.
- Dance Monkey: Spread the word. Let's dance like no one is watching. Dance rhythms and workshop, curated from the South Indian style of *Bharat Natyam* which is more than 2000 years old.
- Bollywood dance. Contemporary, informal, fun, full body dance workshop, with catchiness of the musicality, beat, and storytelling making it suitable for all ages and levels of fitness..
- *Mudras*
- The Yoga Sutras. Study of the definitive text on yoga.
- *Bhagavid Gita* teachings
- Mindful Art. Colour me Happy
- Community Cinema
- Mindful foraging, seasonal eating. Outdoor culinary adventure, and the power of connection
- Forest Bathing

In addition, students can avail themselves of the facilities and itineraries provided by Shanti Yoga to Tour India - as per prices on itinerary selected.

## **10.11.5 HEALING THROUGH REFLECTION AND SELFLESS SERVICE, *SEVA*.**

Serve for the betterment of humanity and build community. Serving and helping others is a privilege. This is the practice of creating beauty and *karma yoga* at retreats. I hope you and I can share this privilege together. Come and join us to serve humanity with a message and a product that impacts millions.

## 10.12 DETAIL ABOUT INDIVIDUAL COURSES OF STUDY

### 10.12.1 **Cert IV in Yoga 10885NAT. Cricos Code 105455G. 600 hours.** **Foundational Study in Yoga for Life. First year. Applicable for Years 1, 2, 3**

NAT10885001- Develop And Implement A Personal Self-Mastery Action Plan  
NAT10885002- Apply The Principles Of Ayurveda Self-Care For Health  
NAT10885003- Apply Yoga History, Literature, And Philosophy To Own Practice  
NAT10885004- Perform A Range Of Common Yoga Postures  
NAT10885005- Develop Yoga Breathing Techniques  
NAT10885006- Develop And Apply Yoga Relaxation Techniques  
NAT10885007- Use Yoga Techniques To Develop Effective Concentration  
NAT10885008- Develop And Apply Meditation Skills  
NAT10885009- Perform Yoga Chanting (*Nada Yoga*)  
NAT10885010- Adopt Yoga Practices For Ethical Living  
HLTAID011 - Provide First Aid

This is the first year of study. It is a year-long journey for healthy living, with comprehensive training in self-care and self-inquiry on a personal, spiritual and professional level. This flagship training curriculum is an exhilarating 10-part experience that harmonises twenty-first-century science and ancient Vedic wisdom in one eye-opening path to self-empowerment to balance your mind, body, and spirit. It delivers combined personal and professional development as you learn the practical applications of the healing art of yoga and its principles, for all realms of life in the foundational year, namely Yoga self-care for life. The additional use of communication skills, drama, dance, chanting, explorative, contemplative, and experiential approaches to learning will help you see yourself blossom into your best self.

With your Foundational Yoga studies, you deepen your knowledge and practice in Self-mastery, the principles of Ayurveda self-care for health, Yoga history, literature, and philosophy, a range of yoga postures, together with Yoga breathing, Yoga relaxation, Concentration, Meditation, Yoga chanting, and Ethical living. There is also an introduction to teaching children's yoga, and First Aid

This course is dedicated to inspire and provide specific learning opportunities designed to increase your knowledge and skills in targeted classical yoga topics to improve participant's lives. In providing comprehensive training in self-care for healthy living, this year of study is about learning how to be a student i.e. learning how to study, how to learn, and spiritualise (make holistic) your practice. It is not a teaching qualification. *It is the foundational training and the first year for the two-year Diploma of Yoga Teaching course, and the three-year Adv. Dip. of Therapeutic Yoga Teaching.*

### 10.12.2 **Applicable for years 2,3: Yoga Teacher Training and Life Skills - 1200 hours**

NAT10886001- Communicate and promote yogic concepts  
NAT10886002- Communicate effectively with clients about yoga and ayurvedic health  
NAT10886003- Instruct yoga asana  
NAT10886004- Instruct yoga breathing  
NAT10886005- Instruct yoga relaxation  
NAT10886006- Instruct clients in the use of yoga for effective concentration  
NAT10886007- Conduct yoga meditation sessions  
NAT10886008- Lead individual and group yoga chanting sessions  
NAT10886009- Provide leadership as a yoga instructor  
HLTAAP002 - Confirm physical health status  
CHCDIV001 - Work with diverse people

## 10.12.2 **Diploma of Yoga Teaching 10886NAT. Cricos Code: 015456F** **Level 2: Yoga Teacher Training and Life Skills - 1200 hours**

Convert your calling into a vocation. Learn how to teach what you love to transform your life and the lives of others. Here you learn the art and skills to deliver a potent practice and transform your life and the lives of others towards health and happiness. Helped by detailed scripts, practicum, and feedback, you will be certified to teach through your 1200 Yoga Teaching and Life Skills Course, and will leave this training with the ability to teach a 55 minute Shanti Yoga stretch and tone Yoga class, as well as have the tools to work with students with a variety of different goals and abilities.

This is a two-year journey in life education and yoga teaching skills, that incorporates specifically focused modules which enhance and continue your yoga education to improve participant/client/patient/student care and self-healing. The training delivery is consistent and effective across all trainers who deliver your classes, with model session plans that link to government regulations and standards for your accredited course and its units of competency.

Learning to be a yoga teacher at this level includes the triad of **teaching methodology, yoga practice, and philosophy**. More than just knowing how to ‘perform’ an asana, the art of sequencing, and curating the practice to place an asana in relation to other poses to produce the desired result is necessary. Here is how it works:

- **The Yoga Mat and Meditation cushion** are where the learner’s understanding begins in techniques, training, and practice including (but not limited to) *asana, pranayama, kriyas, chanting, mantra*, meditation, and other traditional yoga practices.
- **Lectures, Tutorials, Discussion** assist you in establishing a deeper level of understanding of yoga humanities, including its history, philosophy, lifestyle, ethics, and traditional texts towards teaching methodology and personal growth.
- **Anatomy and Physiology** cover both western physical anatomy, physiology, and biomechanics, together with Vedic energy anatomy and physiology (*chakras, nadis, kundalini*, etc), and Ayurvedic health.
- **Yoga Philosophy** Learning about the primal forces, the fundamental pentads of the universe, its origin and history, yoga philosophy as an evolutionary science, yoga psychology and consciousness together with the mind-stuff (*antahkaran*), *chitta* and its patterns (*vrittis*) are the deeper part of your studies.
- **Teaching Methodology** is both technique teaching, method, application, contraindications, and benefits of *Sookshma vyaayaam* (basic and preparatory movements) to warm up the body and align it with the Cosmic dance to help you achieve a greater range of motion in your joints, prevent injuries during difficult yoga poses and develop body awareness.
- **Professional Essentials, Practice, and Analysis** are where you take what you have learnt in you lectures and put it into practice, so that you are practiced and prepared to help your students through the same process. These include teaching methodology (environment, sequencing, pace, verbal, visual and physical cueing, class management), professional development, principles of demonstration, communication skills, time management and prioritising, teaching yoga as a service, and being of service to others through yoga.
- **The Application Phase** during practicum tutorials is where you learn the craft of teaching, with skills assisted by the help of peers in your program and the teacher.
- **Assessments** make sure that you have sufficiently understood and assimilated everything from the curriculum lectures, your reading, study and research, practice, and analysis.
- **Teacher’s Manuals** for explanations of principles, methods, advantages, and correct demonstrations, observations, adaptations, and execution of postures are provided. Instructions are also given for outdoor teaching in nature.



**10.12.3 Adv Dip of Therapeutic Yoga Teaching 10887NAT. Cricos code: 015457E**  
**Supervised 1890 hours. Unsupervised 800 hours. Volume of learning 2690 hours**  
**Level 3: Advanced Therapeutic Yoga Teacher Training - 1800 hrs.**

**Enterprise Units**

- NAT10887001 Lead yoga sessions for youth (190 hours)
- NAT10887002 Instruct yoga for back care (190 hours)
- NAT10887003 Instruct clients in advanced yoga postures (290 hours)
- NAT10887004 Instruct advanced yoga breathing (200 hours)
- NAT10887005 Instruct advanced yoga relaxation (200 hours)
- NAT10887006 Instruct clients in the use of mindfulness meditation (200 hours)
- NAT10887007 Plan and deliver yoga programs to special needs clients (195 hours)
- NAT10887008 Instruct Yoga, mindfulness and Ayurveda for mental health and suicide prevention (50 hours)
- NAT10887009 Instruct the yogic principles for health, wealth, and wisdom (20 hours)

**From The Health Training Package:**

- BSBLDR301 Support effective workplace relationships (40 hours)
- BSBESB401 Research and develop business plans (50 hours)
- CHCPRP003 Reflect on and improve own professional practice (120 hours)
- CHCPRP005 Engage with professionals and the health care system (40 hours)
- HLTAAP003 Analyse and respond to client health information (60 hours)

In level 3, the Advanced Therapeutic Yoga Teacher Training, you learn to be the kind of leader and agent for change that the world most needs right now, by expanding your career in the management of Yoga Health Sciences, beyond the yoga studio. This year of study comprises 15 units of competency.

**Leading and Managing Yoga Health Services.** Provides yoga teachers with complementary, adjunct therapy to integrate into the career life of a yoga teacher, in addition to creating potential opportunities for new income streams.

This qualification arises from the industry's vision for future services in yogic health and a vision for what the workforce for yoga teachers of the future will look like. After much consultation and many discussions, a revised structure for the yoga courses was created and units were revised and updated to reflect the feedback received. (Consultation arises from industry needs from employers delivering yoga health services; Registered Training Organisations delivering yoga health and or community services training; Peak bodies, unions, and professional associations operating in the care and support industry).

The primary purpose of this qualification is to equip the participant with advanced skills and knowledge to become a senior yoga teacher and to be able to teach yoga to a wider and diverse audience. Thus it has been designed to train the yoga teacher of the future to address yoga workforce development priorities, support what is in place, and address barriers to workforce development and activities. In addition, the yoga teacher will implement the healing code of yoga in the therapeutic aspects of its path of practice.

The learning outcomes in this program enable individuals to transfer and apply advanced theoretical concepts and technical skills to a range of situations. It offers opportunities to explore yoga teaching at an advanced level with an understanding of the physical, emotional, and restorative effects of yoga postures, yoga breathing, and relaxation, together with facilitating students in asana work. Such skills can be applied across a range of roles in a variety of contexts. The course is designed to equip yoga

teachers with the skills to analyse, diagnose, design, and execute judgments across a broad range of technical and management functions; generate ideas through the analysis of information and concepts at an abstract level; demonstrate a command of wide-ranging, highly specialised, technical, creative and conceptual skills; and demonstrate accountability for personal and group outputs.

In this course participants will:

- learn about the stages of health and to instruct a deeper level of yoga health to individuals and in groups
- develop advanced skills on how to structure and effectively teach a yoga class to a variety of levels and ages
- learn to teach advanced yoga asanas correctly with yoga breathing and safety features
- execute the principles of alignment and adjustment of advanced yoga postures
- teach advanced yoga exercises with integrity in small and large groups
- teach a series of advanced yoga exercise routines
- teach advanced *pranayama* (yoga breathing) techniques
- teach advanced yoga *nidra* (deep relaxation)
- teach specialised yoga concentration
- learn about the biology of belief and to develop advanced interpersonal skills, whereby you are teaching people, not just poses.

In conclusion, the potential Yoga instructor will need to demonstrate a broad knowledge base incorporating theoretical concepts with substantial depth in Yoga postures, breathing, meditation and relaxation and apply these skills to a range of situations and special needs; and as a yoga instructor, will be directly responsible for the achievement of group/individual outcomes.

The Advanced Yoga Therapeutic Teacher Training is a pathway towards complementary medicine courses such as the Ayurveda Healing Practitioner Course. Graduates of Yoga can further their studies in the field of yoga together with ayurvedic medicine and therefore be able to offer an extensive range of services to their clients whilst running their own business.

Expand your career opportunities in the management of Yoga Health Sciences in and beyond the classroom and yoga studio. Take your education further, gain a deeper understanding and develop skills to influence curriculum, modify teaching methods and take on leadership roles where you learn to be the kind of leader and agent for change that the world most needs right now.

Grow your professional and career path focusing on five leadership attributes:

- Lead self • Shape projects • Achieve outcomes • Drive innovation • Engage systems.

Note: Some Project-based activities are joint Level 2 and 3 activities.

If you wish to practice teaching to gain experience, and are a suitable candidate, HIA could invite you to deliver its curriculum that is within your scope @100 hours/year and you will be covered by HIA's liability insurance.



## 10.13 ONLINE, DISTANT and BLENDED LEARNING

When life is busy, home is too distant, during COVID times and travel restrictions, you can join our courses from the comfort of your own home. HIA is able to provide serious, in-depth education through online learning for all our government accredited courses in both Yoga and Ayurveda.

Many adults have busy lives and careers. Our students are mums, dads, leaders in their community, medical doctors, yoga teachers, and professionals from all walks of life. Whether you are a novice, or existing practitioner, these courses offer the perfect opportunity for personal development, to holistically extend your knowledge and practice, and to dive deep into a career path, from foundational studies to in-depth learning, in a fulfilling way.

Further benefits of home study and online learning include:

- allowing us all to learn together, in our own homes, even in our pajamas if we like, with a schedule that works for each of us
- incorporating our learning into a routine that fosters our mental and physical health. This is important, as we know that a daily routine (known as *dinacarya*), is an important component of healthy living, and is too often sacrificed in order to attend in-person learning programs that require disruption to our lives, relocation or extensive travel.
- You save time. Online learning is significantly more time and cost effective than traveling to in-person programs, and they do not require us to consume fossil fuel to get to our classes.
- You can retain your current job and lifestyle
- Our families lives and routines are not disrupted in order for us to pursue our education.
- The potential for fostering of meaningful connections in a global community.

2020 brought us many lessons, not least of which was the upsurge in online learning. We moved into the digital space to provide us with a living, creative experience while we were socially distant, borders were closed, and travel restricted. Off campus, online education is via notes, text books, CDs/MP3s and DVD/MP4. You will need to have a modern computer, internet access, a webcam and microphone to participate fully. The syllabus and fees are exactly the same as studies on campus. Full tutorial support is offered throughout the length of your studies.

With home study there are no fixed starting dates. You can start at any time, even straight away if you choose. You can study at your own pace, with no class room competition, and have ample time for completion. Assessments and assignments are online, or by email, and if you have any questions, we will do our best to answer your questions and concerns by email. By your choice and initiative, if you would like to talk with an instructor, you can interact personally on skype. Distance learners are eligible to schedule a Skype/Zoom/WhatsApp (or similar) session with your teachers who are certified master trainers in the HIA systems. Skype contact for a one-on-one free coaching session or discussion that you may need help with, can be scheduled 1/2 an hour a month for 12 months, or for your course duration.

- Skype tutorials are not pre-recorded lectures. They are live sessions, where you can ask questions.
- You have a personal mentor. In an ideal world, your mentor would be one of your instructors, who can answer your general questions, offer assistance and ensure that you get the support you need.
- Depending upon your course, you could cultivate a personal, support group of 3-4 fellow students where you can celebrate your success and wins, discuss practices, be part of the philosophical discussions, case studies and scenarios that come up during the practicums, and more. You are likely to find that your fellow students turn into lifelong friends.
- Practice, practice and more practice, not just for performance, but practice that is transformational. You develop foundational practice skills, plus processes, templates, scripts, tools and so much more to help progressively build your learning skills, practicum skills and living yoga and ayurveda skills.

We hope you enjoy your study, wherever you are on your pilgrimage towards better well-being.

**EXAMPLE:** As an example, here are some details for HIA's distant education course, Yoga for Life, Certificate IV, (Course Duration is usually 12 months) and what you get. *Other levels: please enquire*

**1. PDF TEXT BOOKS - listed alphabetically**

- 1.1 Easy Guide to Meditation
- 1.2 Healing Yoga
- 1.3 Healthy Body
- 1.4 Making Life Work
- 1.5 Salute to the Sun
- 1.6 Yoga and Ayurveda Dictionary

**2. 10 ONLINE STUDY MODULES and COURSE MANUALS**

- 2.1 Self Mastery
- 2.2 Yoga Health
- 2.3 Yoga History
- 2.4 Yoga Postures (*asanas*)
- 2.5 Yoga Breathing (*pranayama*)
- 2.6 Yoga Relaxation (*nidra - pratyahara*)
- 2.7 Yoga Concentration (*dharana*)
- 2.8 Yoga Meditation (*dhyana*)
- 2.9 Yoga Chanting (*Sanskrit calligraphy, pronunciation and sound*)
- 2.10 Ethical Living (*yamas, niyamas*)

**3. PRACTICE CDs/MP3s**

- 3.1 Hatha Yoga
- 3.1 Yoga for Health and Fitness
- 3.3 Samadhi

**4. PRACTICE DVD/MP4**

- 4.1 Shanti Yoga wellbeing

**5. CONTACT DIARY - FOR CORRESPONDENCE STUDENTS**

**6. A WEEK'S INTENSIVE ON THE MAT AND MEDITATION CUSHION**  
at Level 1, 18 Rawlins Street, Southport, Gold Coast, Queensland, Australia.

**7. LIVING YOGA AND AYURVEDA**

A week-end at Nirvana Wellbeing Retreat Sanctuary, living the dream.  
This includes twin-share accommodation with shared facilities, delicious Ayurvedic vegetarian meals, program practices, lectures, personal time forest bathing, nature walks, *karma* yoga and so much more.

**Prerequisite:** None

**Investment:** \$7000 includes: Learning aids: Text books, Cds, DVD, Study Manuals and notes.

**Optional** (no extra fees apply) • 1 week on the mat at Southport • 1 residential week-end at Nirvana Wellbeing Retreat, living yoga and Ayurveda

**Assessment:** Written correspondence.

**Certification:** Certificate IV Yoga.

**Qualification:** Yoga for Life

## 11. AYURVEDA COURSES

A growing number of people find themselves attracted to holistic or alternative therapies and natural approaches to maintaining optimum health and vitality. People learn Ayurveda for various reasons. With some, it is to address a personal health issue, such as digestive disorders, skin problems, and so on. Some of our graduates are working in their own clinics, some are teaching our courses. Our teachers have a strong interest in natural health, yoga, and meditation.

Ayurveda is a system of healing which evolved on the Indian subcontinent some 3000-5000 years ago. It was established by the same great ancient sages who produced India's original systems of meditation, yoga, and astrology. It is a medical system which emphasises that all human beings have their origins in nature, and that we are an integral part of the whole universe, thereby having both a spiritual and practical basis. The art of restoring and preserving wholeness is central to Ayurvedic medicine.

Ayurveda is a Sanskrit word which derives from two roots, '*vid*' which means knowledge or science, and '*ayus*' which means daily living, or life cycle. This science of life was taught for many thousands of years in an oral tradition from accomplished masters *rishis*, to their disciples. Some of this knowledge was set to print a few thousand years ago, but much of it is inaccessible. The principles of many of the natural healing systems now familiar in the West, have their roots in Ayurveda.

### 11.1 THE DIPLOMA OF AYURVEDIC LIFESTYLE CONSULTATION

**HLT52615, Cricos code: 0100555**

is a course from the Australian Government's Health Training package. It has 18 Units of competency, out of which 5 of them are core Ayurvedic units, namely

- HLTAYV001 Develop Ayurvedic practice
- HLTAYV002 Make Ayurvedic lifestyle assessments
- HLTAYV003 Provide Ayurvedic bodywork therapies
- HLTAYV004 Provide Ayurvedic lifestyle advice
- HLTAYV005 Provide advice on Ayurvedic nutrition

### 11.2 HIA BREAKDOWN OF THE CORE AYURVEDIC UNITS OF THE COURSE

At Health Institute Australasia, the 5 core Ayurveda units of competency are taught in the following 12 modules, and the fee per subject is provided next to the module title.

#### HIAAYU01 - THE FOUNDATIONS OF AYURVEDIC MEDICINE \$1550

**Understanding the true nature of your mind and body, its fundamental philosophy, and history.**

Overview and introduction to the unchanging nature of Ayurvedic science, with an experiential understanding of its utility as a healing science.

- The science (*veda*) of life (*ayur*)
- Origins and history (*ithias*) of Ayurveda and the philosophies of India
- Evolution of Ayurveda (*avatara*)
- Philosophy of Ayurveda
- Fundamentals of Sanskrit, illustrate its calligraphy (practicum), Vedic chants.

#### HIAAYU02 - THE COSMOLOGICAL WISDOM OF AYURVEDA \$1550

**Proceedings of the cosmos: the wisdom of the ages.** Ayurveda recognises that whatever is present in the universe, also presents itself in the human body. This is one of the basic principles of Ayurveda.

a. Central principles

- Creation theory: History and background concerning the origin of life and consciousness
- Macrocosm and microcosm

- The essential inherent universal principles present in the five great elements, *panchamahabhootas*
- Three primal qualities, *gunas*
- Three biological principles, *doshas*
- b. Classical principles and practices
- c. Relationship of Ayurveda to holistic health, mental health; life mission and success.

#### **HIAAYU03 - DEFINING THE AYURVEDIC BODY \$1550**

Students are introduced to the concept of the three *doshas* and how Ayurveda conceives the body-mind in health and disease.

- a. Nature, *prakruti*
- b. Ayurvedic Body types
- c. Defining the Ayurvedic Body, *Sharira*:
  - Anatomy and physiology SHAR-1
  - Understanding the healthy body through Western anatomy and physiology
  - Ayurvedic anatomy and physiology
  - Knowledge about how the *tridoshas* (*vata*, *pitta*, *kapha*) work in our body
  - assessment of body types;
  - understanding the physiology related to the sub-doshas.
  - how to correlate qualities, functions and places of doshas in our body.
- d. Ayurvedic Anatomy & Physiology SHAR-2
  - The sub-doshas of Vata, Pitta and Kapha that function within our body.
  - Detailed understanding of the essential and present condition (*prakruti* and *vikruti*).
  - Assessment of *doshic* imbalances.
  - Determination of subsequent methods to rectify imbalances.
  - Clinical understanding of seven tissues (*dhatu*s).
  - Metabolic function of *dhatu*s and their affect on well-being.
- e. Ayurvedic Physiology SHAR-3
  - Working knowledge of channels (*srotas*) and their role in health and disease.
  - The role of *agni* in clinical physiology and pathology.
  - Knowledge of what is *ama* and how it takes form in our bodies
  - Factors responsible for causing physical and mental *ama*.

#### **HIAAYU04 - DETERMINING YOUR AYURVEDIC BODY TYPE (*prakruti*) \$1550**

- Constitutional analysis

#### **HIAAYU05 - AYURVEDIC NUTRITION (aahar) & EATING RIGHT WITHOUT DIETING**

*Aahar*: Ayur Nutrition & Clinical Nutrition (AHR) \$2550

- a. **Ayurvedic and Western views of Nutrition.** AHR-1
 

Introduction to nutrition. Understanding ayurvedic and Western food fundamentals and eating for health.
- b. **Diet and Constitution** AHR-2
  - Eating for health.
  - The energetics of different types of food and recipes which can then be selected after taking into account an individual's diet and constitution.
- c. **Ayurvedic Kitchen Herbs.** AHR-3
  - The use of medicinal fruits, vegetables and the study of 22 commonly available Ayurvedic kitchen herbs
  - Their application in a clinical setting to bring about balance to the mind-body.
- d. **Ayurvedic Cooking for Nutrition** AHR-4
- e. **In the kitchen** (practicum). AHR-5

The knowledge and skills to prepare Ayurvedic sattvic meals, recipes for different seasons and the significance of Ayurvedic cooking in Ayurvedic psychology, yoga and meditation sciences.

**f. Food and Mood AHR-6**

- Food and subtle energy.
- Diet, mind, and yoga.

**g. Ayurvedic Clinical Nutrition AHR-7.**

**h. Food as Medicine. AHR-8**

- Treatment of various diseases and disorders using food as medicine.

**HIAAYU06 - AYURVEDIC PHARMACOLOGY: HERBOLOGY-MATERIA MEDICA \$2550**

Herbs are nature's healing gift to humankind and have been used for their maintenance and curative purposes throughout history by almost all of the cultures in the world.

- Ayurvedic Materia Medica I: Introduction to Ayurvedic medicine.
- Ayurvedic Materia Medica II: Carriers (*anupana*)
- Ayurvedic Materia Medica III: Herbal preparations and usage for different conditions.
- Ayurvedic Materia Medica IV: Study of *tailam* (medicated oils) and *ghritam* (medicated ghee), their preparation and selection for different conditions.
- Ayurvedic Materia Medica V: Ayurvedic Herbiology & Pharmacology (*aushadi*)

**HIAAYU07 - CONCEPT OF HEALTH IN AYURVEDA *Swastha Siddhanta* \$1550**

Students are more deeply grounded in how Ayurveda conceives the body-mind in health, symptomatology and disease, and are taken through the process of:

- Understanding the fundamentals and nature of health and disease
- Ayurvedic Clinical Diagnosis
- Ayurvedic Clinical Pathology
- Pulse Diagnosis

**HIAAYU08 - VIRILIFICATION, REJUVENATION, AND LONGEVITY (RASVAJ) \$1550**

- Health, Longevity and the Disease process
- Ayurvedic rejuvenation therapies (*rasayana*) RASVAJ-1
- Virilification and Aphrodisiacs (*vajikaran*) RASVAJ-2
- Introduction to the five physiological detoxification & purification processes, the 5 actions (*Panchakarma therapy*)

**HIAAYU09 - REVITALISATION THROUGH AYURVEDIC MASSAGE THERAPY (Abhyanga) \$2995**

- Principles and fundamental techniques of massage. AYMAS1
- Ayurvedic massage principles. ABH1
- Relaxation Massage practicum AYMAS1

**HIAAYU10 - ALLIED AYURVEDIC BODYWORK TREATMENTS \$1550**

- Shirodhara
- Kati Basti

**HIAAYU11 - CREATING HEALTH THROUGH BALANCE and SELF CARE (SVRIT) \$1550**

**Improving life using the wisdom of the ages** Practical skills and Essential Tools for Health, Self Care, Personal Development, Success in Study, Work and Well-being.

Co-requisites: Yoga and Meditation.

This course is designed to help learners recognise and manage stress to improve their overall well-being. It covers various practices, strategies and understandings for coping with stress, maintaining a healthy work-life balance, and fostering mental and emotional health. It encompasses attending the



wisdom practices of gentle yoga, yoga breathing, yoga relaxation (yoga nidra), yoga ethics, sangha (community), gardening, nature care, forest bathing, cooking and residential retreats.

#### Ayurvedic Psychology and Spirituality I

- a. Non-physical aspects of *ayus* (life) that play a critical role in physical and mental health and enhance our consciousness.
- b. Three *gunas*, *antahkarana* (mind, ego, intellect and consciousness)
- c. Life-supporting diet (*aahara*), lifestyle (*vihara*) and conduct (*achara*).
- d. The concept of exercise in Ayurveda

#### Ayurvedic Psychology & Spirituality II

- a. Stress management and emotional healing
- b. Ayurvedic and Yogic approaches in working with the mind.

#### Ayurvedic Psychology & Spirituality III

- The psychological development of the Ayurvedic lifestyle consultant.
- Purification and cleansing therapies
- Knowledge and skills to assess cases.

This period will include un-supervised clinical work wherein students will be required to continue with the therapies that they learnt in their practicum and complete a number of case studies for each therapy at their own location.

**HIAAYU12 - PROVIDE AYURVEDIC LIFESTYLE CONSULTATION. \$1550**

### 11.3 UNITS FROM THE HEALTH TRAINING PACKAGE

In addition are the remaining thirteen units from the Health Training Package, listed below. These units, from The Health Training Package are part of the hierarchy and pre-requisites before practicum. This is because the subject matter from these (listed below) must be incorporated into the practicals, as they are the underpinning Training Standards (in their various contexts) for the practicum. *NOTE: The sooner you complete these, the sooner you can embark on the practicum.*

- BSBESB401 Research and develop business plans. Online \$400
- CHCDIV001 Work with diverse people. Online \$400
- CHCCOM006 Establish and manage client relationships. Online \$400
- CHCLEG003 Manage legal and ethical compliance. Online \$400
- CHCCCS001 Address the needs of people with chronic disease. Online \$400
- CHCPOL003 Research and apply evidence to practice. Online \$400
- CHCMHS001 Work with people with mental health issues. Online \$400
- CHCPRP003 Reflect on and improve own professional practice. Online \$400
- HLTAAP002 Confirm physical health status. Online \$400
- HLTWHS004 Manage work health and safety. Online \$400
- HLTINF004 Manage the prevention and control of infection. Online \$400
- HLTHPS010 Interpret and use information about nutrition and diet. Online \$400
- HLTAID011 Provide first aid \$150

### 11.4 COURSE DESIGN

- Knowledge and Theoretical components
- Skills Training
- Clinical placement

Because of the holistic nature of Ayurveda and Yoga, all the units of competency come together for assessment at the end of the course. This also affects a Statement of Attainment.

## 11.4 ADVANCED DIPLOMA IN AYURVEDA HLT62615, Cricos Code 0100556

The Advanced Diploma of Ayurveda, is a 1200-hour, government accredited, CRICOS approved course that encompasses a variety of subjects and areas.

**Ayurvedic Studies at HIA** includes

Purusha, Prakruti, Atma, Jivatma, Manas, Indriyas

Trigunas (primal qualities), Mahabhutas (elements), Doshas, Subdoshas, Malas (wastes)

Ayurvedic Nutrition

Ayurvedic Cooking

Kitchen Pharmacy

Ayurvedic Herbal Medicine and Therapy

Pulse diagnosis

Tongue diagnosis

Panchakarma practices

Ayurvedic Massage and Treatments

Marma Point Therapy (specific points in the body) and chakras

Stress Management, Yoga, Pranayama, Nidra, Meditation

Ayurvedic Remedial Therapies

Lifestyle and Dietary Counselling

In addition, biomedical sciences, communication and basic counselling, workplace health and safety, practice management, professional practice and development in relation to the practice of Ayurveda are covered. Many of the short courses offered complement the course and create awareness of other natural therapy modalities. Examples include yoga, meditation, vedic astrology and more.

Students progress through the course by completing HIA subjects that are mapped against nationally endorsed units of competency from the health training package. Upon completion of all the HIA subjects and clinical requirements, students will receive a nationally recognised qualification. **Students may have to complete more than one HIA subject to gain a complete unit of competency.**

### SUPERVISED CLINICAL TRAINING

Students are required to complete a minimum 400 hours of supervised clinical training. These clinical sessions are conducted and supervised by qualified practitioners at the student clinic. Options include HIA Gold Coast campus, Nirvana Wellness Retreat or at an HIA approved Clinic

### Advanced Diploma in Ayurveda subjects - 2 years of study, 1200 hours

#### AYURVEDIC COURSE UNITS

	Year of study
HLTAYV001 Develop Ayurvedic practice	1st
HLTAYV002 Make Ayurvedic lifestyle assessments	1st
HLTAYV003 Provide Ayurvedic bodywork therapies	1st
HLTAYV004 Provide Ayurvedic lifestyle advice	1st
HLTAYV005 Provide advice on Ayurvedic nutrition	1st
HLTAYV006 Take cases within an Ayurvedic framework	2nd
HLTAYV007 Diagnose conditions within an Ayurvedic framework	2nd
HLTAYV008 Provide Ayurvedic remedial therapies	2nd
HLTAYV009 Provide therapeutic Ayurvedic nutritional advice	2nd
HLTAYV010 Select and advise on Ayurvedic medicines – dravyaguna	2nd
HLTAYV011 Prepare and dispense Ayurvedic medicines – dravyaguna	2nd
HLTAYV012 Monitor and evaluate Ayurvedic treatments	2nd



CHCCOM006	Establish and manage client relationships	1st
CHCDIV001	Work with diverse people	1st
CHCLEG003	Manage legal and ethical compliance	1st
CHCPRP003	Reflect on and improve own professional practice	1st
CHCPRP005	Engage with health professionals and the health system	1st
HLTAAP003	Analyse and respond to client health information	2nd
HLTINF004	Manage the prevention and control of infection	1st
HLTWHS004	Manage work health and safety	1st
HLTAID011	- Provide First Aid	1st

#### **Elective Units**

BSBSMB404	Undertake small business planning	1st
CHCAGE001	Facilitate the empowerment of older people	1st
CHCCCS001	Address the needs of people with chronic disease	1st
CHCDIS007	Facilitate the empowerment of people with disability	1st
CHCMHS001	Work with people with mental health issues	1st

### **UNITS OF COMPETENCY**

For the Advanced Diploma in Ayurveda you need to achieve competencies in the following:

BSBFLM303B	Contribute to effective workplace relationships
HLTCOM502	Develop professional expertise
HLTCOM4A	Communicate effectively with clients/patients
HLTCOM5A	Administer a Practice
HLTCOM6A	Make referrals to other health care professionals when appropriate
HLTCOM8A	Use specific medical terminology to communicate with clients/patients
HLTHSE1A	Implement and monitor occupational health and safety policies
HLTHSE2A	Implement & monitor OH&S policies, procedures and programs
BSBCMN204A	Work effectively with others
BSBCMN303A	Contribute to the effective workplace relationship
HLTIN1A	Manage infection control
HLTIN4A	Manage infection control
HLTHIR2A	Contribute to organisational effectiveness in the health industry
HLTFA2A	Apply advanced first aid
HLTAYV1A	Plan the Ayurvedic herbal medicine treatment strategy – <i>dravyaguna</i>
HLTAYV2A	Plan the Ayurvedic treatment strategy – <i>chikitsa</i>
HLTAYV3A	Prepare and dispense Ayurvedic Herbal Medicine – <i>dravyaguna</i>
HLTAYV4A	Provide Ayurvedic advice on nutrition – <i>Aahar</i>
HLTAYV5A	Plan the Ayurvedic Herbal Medicine treatment
HLTAYV6A	Provide Ayurvedic relaxation massage treatment
HLTAYV7A	Plan the Ayurvedic Remedial massage treatment strategy
HLTAYV8A	Manage work within the Ayurvedic framework
HLTAYV9A	Perform Ayurvedic health assessment
HLTAVY10A	Provide Ayurvedic Remedial Massage health assessment
HLTAYV11A	Provide Ayurvedic Remedial Massage treatment
HLTAYV12A	Provide Ayurvedic lifestyle consultation
HLTAYV13A	Provide Ayurvedic treatment
HLTAYV14A	Work within an Ayurvedic framework for lifestyle consultants
HLTAYV15A	Diagnosis of a disease, <i>nidana</i> – Apply Ayurvedic diagnostic framework

## **12. STUDENT RECORDS AND YOUR PRIVACY**

In order to fulfil its activities and obligations, HIA collects and holds a great deal of personal information about its students, staff, patients, other clients and community members. HIA is committed to protecting the privacy of this personal information and ensures that it is properly secured and managed in accordance with the requirements of the Queensland Government's Information Privacy Act 2009.

### **12.1 Your privacy at HIA**

HIA takes the privacy of learners very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and the Australian Privacy Principles (effective from 12th March 2014).

#### **Here's what you need to know:**

As a Health Institute Australasia student, you are asked to provide us with personal information, such as your address and contact details, your educational background as well as course, unit and class choices. This notice explains our purpose for collecting this information, and our usual practices for disclosure in accordance with the Information Privacy Act 2009.

HIA will retain personal information about you relating to your enrolment with us. This includes your personal details, your ethnicity, individual needs, and your educational background.

- We collect information only with your consent.
- We only collect the information that is necessary to fulfil the purpose of your interaction with us, and our obligatory needs.
- We do not sell your information to third parties.
- We will also retain records of your training activities and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.

### **12.2 What we do with the personal information we collect**

The personal information we collect from you is principally used to administer your admission, enrolment and academic progress through the Institute. Tax file numbers or bank account and credit card details are collected where necessary to enable you to discharge fees, for Commonwealth support, assistance liabilities or online payments (e.g. online purchases). We collect additional information about international students to assist us with their visa and other requirements pertaining to study in Australia.

Information about you as a student is also used to facilitate your access to student support services and to library and information technology facilities such as emails, online tutorials etc. Student information may also be used for quality assurance or evaluation purposes, to help ensure that the courses and programs provided by the Institute are of a high standard.

We may also use the information about you to inform you of HIA's services and activities, to advise you of other study opportunities at HIA and to maintain contact with you after you have graduated.

Your personal information is retained within our computer systems. Your information is collected via the enrolment form, through your completion of administrative related forms and based on your training outcomes. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up continuously to our server which is secure.

HIA is required by the National Vocational Education and Training Regulator Act 2011 to securely retain your personal details for a period of 30 years from the date of the completion of your enrolment. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcomes if required.

### **12.3 Our disclosure practices**

We disclose personal information about our students to:

- education providers to administer cross-institution enrolments, where you are a cross-institution student or student enrolled with HIA and another provider under an approved arrangement.
- education providers, QualSearch and admission centres, to verify academic information or transcripts
- scholarship providers and student sponsors, where there is a written agreement between the student and the provider or sponsor.

HIA is required by law to provide personal information about our students to:

- the Commonwealth Department of Education, Employment and Workplace Relations (routinely, regarding statistical information about student enrolment, educational background, etc)
- the Australian Taxation Office (in relation to HECS-HELP, FEE-HELP and other loan schemes where students may defer fee payments through the taxation system)
- the Commonwealth Government on student request for Commonwealth support or financial assistance.
- the Commonwealth Department of Immigration and Citizenship (which requires the Institute to report on all matters to do with international student visa conditions)
- Centrelink (which requires the Institute to provide information to monitor domestic student entitlements to Centrelink benefits)
- the Fund Manager of the ESOS Assurance Fund, for international students
- Health care providers (Medibank Private, Worldcare Assist, BUPA) if international students undertake to pay Overseas Student Health Cover through HIA
- We also make class lists available to other students enrolled in the same unit.

In very limited circumstances, privacy principles permit disclosure without consent or prior notification, for example, if

- we are asked for the information in regard to a police investigation;
- we receive a writ, subpoena or similar document legally requiring us to disclose the information;
- disclosing the information will prevent or lessen a serious and imminent threat to a person's life or health.

These circumstances are extremely rare.

Thus, while in some cases, we are required by law to make learner information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority, in all other cases, HIA will seek the written permission of the learner for such disclosure.

HIA will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by persons such as your family, friends, co-workers or employer, you will need to authorise this access in writing to HIA, otherwise, their access will be denied.

## **12.4 Photographic Consent**

Written consent will be sought and obtained from student/s whose photographic/video images are to be used for HIA's marketing, publications and distribution purposes.

## **12.5 Requesting access to your own personal information**

You have the right to access information that HIA has retained that relates to you. Further instructions are provided on how to access your records within the section titled "Access to your records".

## **12.6 Requesting amendment of your own personal information**

The Information Privacy Act also provides individuals with the right to request amendments to their own personal information, if they believe that the information is inaccurate, incomplete, out of date or misleading.

If you have concerns about how HIA is managing your personal information, we encourage you to inform our staff for advice in relation to privacy issues or queries. and discuss your concerns.

You are also encouraged to make a complaint directly to us using our internal complaints handling procedures outlined in this handbook. Contact details are as follows: Email: [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au). Phone: (07) 55322001 Address: HIA Privacy Officer P.O. Box 3512 Australia Fair Qld. 4215

Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint on the website of the OAIC located at <http://www.oaic.gov.au/privacy/privacycomplaints>.

## **12.7 Education Agents Procedure**

On entering into a service agreement with an Education, Migration Agent or Agency, the CEO shall ensure that the memorandum of understanding or contract of agreement includes:

- biannual review of the activities of the agent or agency. This review will include monitoring information provided by the agent and back up interviews with students to ensure that what their agent told them is correct
- quarterly reports of agency activities and client satisfaction data
- corrective action procedures will be advised to the Agent concerned. This will include but not be limited to advising the Agent in writing that immediate corrective action is needed, where 2 or more students have reported similar discrepancies with Agents information provided to them which varies from HIA procedures.
- scheduled student enrolment information updates will be advised to all Agents.
- termination conditions (immediate where failure to meet National Code or Migration Act 1958 requirements are encountered).

Further to the establishment of the MOU or Contract of Agreement the CEO shall ensure that:

- Education or Migration agents are provided with current and up to date information (from the website) that relates to HIA's training and assessment services on offer to overseas students.
- Education or Migration agents operating on HIA's behalf will be required to produce their certifications that relate to their service provision.
- Education or Migration agents operating on HIA's behalf are screened (current references) to en-

sure that their service history is without contravention of the rules of the Migration agent's code of practice or provisions of the Migration Act 1958.

## **12.8 Client Records**

The Ayurvedic consultation, massage and yoga client forms used within the Institute are implemented as a support document to aid in achieving student's competencies. The manner in which the analysis sheet is completed, identifies student consultation techniques, underpinning knowledge, identification of body types, treatment advice for imbalances, and suggestions at a lifestyle, dietary and herbal supplementation level. These forms are filed in the HIA office within personal student files and function as support documents and evidence regarding the number of clients consulted, types of services, eg massages, lifestyle consultations or pulse diagnoses, the standard of services performed and the accuracy of recorded information. Students are to complete client records accurately and legibly.

The information supplied by the client is confidential. Thus, forms must not be left lying around the service areas or taken from the premises. Students are required to hand them to their lecturer, as filing is the responsibility of the staff. This is a legal requirement.

### **13. FEES, CHARGES, REFUNDS, POLICIES and PROCEDURES**

- Course fees listed below are a subsidised *Course Package Fee*, and are conditional upon the entire package being accepted, and completed in the designated time allocated for the course.
- It is also possible to study an entire course, and pay for individual subjects, subject-by-subject.
- Credits for individual subjects from the *Course Package Fee* negate the package fee agreement, and revert to individual subject-by-subject Fee payments.
- Course extensions, change of course-end-date, and other administration services, carry a fee.

#### **13.1 Ayurveda Courses Fees - Entire Package**

Diploma of Ayurvedic Lifestyle Consultation HLT 52615

Domestic Student \$15,000

International Student \$15,000

Advanced Diploma of Ayurveda HLT 62615

Domestic Student \$25,650 (single enrolment)

International Student \$25,650 (single enrolment)

RPL First Year + Second Year study with HIA \$15,000 (two enrolments)

#### **13.2 Yoga Course Fees - Entire package**

Certificate IV in Yoga 10553NAT

Domestic Student \$7,000

International Student \$9750

Diploma of Yoga Teaching 10554NAT

Domestic Student \$14,000

International Student \$19,500

Advanced Diploma of Therapeutic Yoga Teaching 10555NAT

Domestic Student \$19,500 (single enrolment)

International Student \$29,250

#### **13.3 Fees for Upgrade of Qualification**

For previous students of HIA, who trained prior to the government accreditation of HIA's courses, the current fee, less the fee the student has previously paid for their earlier study applies.

This fee is inclusive of current manuals of course notes and 4 residential retreat week-ends for each qualification (Cert IV or Dip of Yoga Teaching or Adv. Dip. of Therapeutic Yoga Teaching) for local students and one week's intensive training and assessment at HIA, Gold Coast for interstate or overseas students.

#### **13.4 Clinical Training**

Fees for clinical training are not set separately and are included within the training hours and course fees. All Ayurvedic students are eligible to commence clinic and practicum at their level of entry.

Ayurvedic student clinic at HIA is supervised by relevant staff and practitioners from HIA. Clinical practice mainly consists of working in the Nirvana Wellness Retreat grounds and gardens, preparation of farm and kitchen produce and herbal remedies. It also can include orientation, reception, observation, assisting, massage, cleaning, washing, discussions, kitchen help, cooking, typing, marketing, filing, practicum, preparing/dispensing medicines, client examinations, tongue and pulse diagnosis, client records and care, research, excursions, lifestyle consultations etc.

#### **13.5 RPL Fee**

80% of the current fee. Includes all retreats, notes, etc.



### 13.6 General Administration Fees - non-tuition

- Non-refundable Application for Enrolment Fee. \$250  
Payable once only upon your first registration into a course.
- Change of Course fee/end-of course fee/New CoE fee \$200
- CoE Cancellation/ Release fee/Deferment fee \$200
- Course Extension Fee (if applicable) \$200 per month
- Release from a Course Fee \$500

This fee is charged once a CoE has been issued, regardless of circumstances and timing of cancellation.

The only exception to this fee is for VISA refusal, which is covered under legislation.

**Note:** Applicants must advise HIA admin in writing of their intention to withdraw from a course. All outstanding fees must be settled before letter of release will be issued.

### 13.7 Payment Plan Fees - non-tuition

Payment Plan Admin Fee	10%
Late payment Fee	\$50 a month. \$15/ week
Change of Payment Plan Fee	\$200

### 13.8 Assessment and Examination Fees

Exams and tests throughout the course:	Nil
Final assessment or repeat assessment - written	\$200
Final assessment or repeat assessment - practicum	\$200
(after success in written exam and all assignments have been satisfactorily submitted)	

### 13.9 Replacement Fees

ID card replacement Fee	\$50
Replacement of Testanur (Certificate, Qualification, Statement of Attainment)	\$200
Replacement of entire course manuals	\$3,500

**Note:** The safekeeping of notes and training material is the student's responsibility  
Re-issue of notes incurs a fee.

### 13.10 Course Extension Fee

Applies from the Course-end date	\$200 per month
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### 13.11 Overseas Student Health Cover

Price upon application

### 13.12 Airport Pickup Fees

Brisbane Airport to Surfers Paradise, Gold Coast - one way	\$250
Coolangatta Airport to Surfers Paradise, Gold Coast - one way	\$130

### Fees are subject to change

Fees are subject to change and students should confirm current course fees prior to enrolment or re-enrolment.

Payment of fees corresponds to the dates set out in the student contract, letter of offer, or training plan.  
Training will cease if payment is over seven days late.

Should financial difficulties be encountered, a meeting should be requested with the Institute's Director and a letter of request for deferment of payment with an alternative payment schedule provided.



### 13.13 FEE POLICY

A \$250 non-refundable enrolment fee is payable once only upon your first registration of a course.

- In common with other educational institutions, **all fees are non-refundable unless a course is cancelled by HIA.**
- For current tuition fees see HIA's Schedule of Fees for your elected course.
- HIA reserves the right to vary course fees at any time. All fees are subject to change, generally per course, on an annual basis.
- You must confirm current fees before enrolment or re-enrolment.
- All course deposits, fees, and/or a signed payment plan must be in place prior to the commencement of each course. You must be enrolled and financial for your course 30-days before commencing study.
- Your confirmation in the course you are studying is confirmed when you pay the course deposit in full, which also ensures that you obtain the course you have enrolled for at the fee listed at the time of your payment.
- HIA reserves the right to increase fees in the event of unforeseen circumstances, or modify curriculum, alter a course or examination schedule, change course providers, teachers, or cancel a course or courses.
- A payment plan from HIA incurs a 10% admin fee.
- Current and revised fees will apply to all late, unpaid fees.
- Late payment or non-payment incurs a subject-by-subject fee payment structure.
- All other arrangements must be formalised with the Institute's Administration.
- Scholarship, tailor-made repayment programmes and work experience with HIA for some courses exist.
- Tuition fees are non-refundable after the start of a course.
- No refunds or deferments of time or payment are given for failure to attend in fixed schedule courses.
- For failure to attend short courses or intensives, no refunds, but credit towards deferment within a reasonable time limit is offered. Non completion in the fixed duration allocated for the course incurs deferment /course extension fees for the student to continue.
- All fees are non-transferable. Any credit of fees held is for the use of that student only.
- Students will be responsible for their own
  - i. Equipment
  - ii Text-books
  - iii Professional Association Membership and
  - iv Insurance.
- For short courses and intensives, a deposit is required to secure a place in a class, with the balance of tuition fees due one week prior to commencement.
- Any balance of fees not paid by the due date will attract a late fee of 10%.
- Any student enrolled for a course opting to withdraw for any reason, after the date of the commencement of the course, will still be eligible for 100% payment of fees.

### 13.14 Payment methods

HIA accepts payment of fees using:

- Credit Card
- Direct Debit
- Electronic Funds Transfer (account details available on request)
- PayPal
- Cash

### 13.15 REFUND POLICY

- No refund or extension of time applies. All fees are non-refundable.
- If a course is cancelled for any reason by HIA and alternative courses or do not suit the applicant, a full refund of fees will be paid, less enrolment fee of \$250.
- Where the applicant has paid the fees for a course and received course training and/or material in part or in full, on Campus (at Southport, Beechmoint, Melbourne), or no refunds apply.
- Where the applicant has paid the fees for a course and wishes to cancel, a full refund of the fees will be made up to four (4) week's prior to the commencement of the course - less \$300 administrative fees. Applicants must advise HIA in writing of their intention to withdraw from the course.
- After this date, fees are non-refundable, however, applicants will be offered the opportunity of completing the course at the next available opportunity, or for any equivalent course within the next twelve (12) months. After this period, fees will automatically be forfeited.

#### HIA PROCEDURE

On receiving a written application for a course refund, the Enrolments Officer shall:

- Provide a total refund of tuition fees paid in advance where a course place is no longer available, or a Visa has been denied.
- If a student's visa application is denied by Immigration, the enrolment fee and any material or textbook fees will not be refunded.
- Where a course of study has been commenced by the student, and the visa denied during this course, refunds will be pro-rata, to pay for the goods, services and resources that the student has already partaken of, including administrative fees.
- Refunds will only be considered where a valid receipt is provided, that has been issued by Health Institute Australasia or an authorised Education Agent.
- Provide an 85% refund of tuition fees paid in advance, where enrolling students provide more than 10 weeks written notice of their intention to withdraw from the course prior to commencement of the course. The partial refund will be less a 10% administrative fee.
- Provide a 75% refund of tuition fees paid in advance, where enrolling students provide more than 4 week's and up to 10 week's written notice of their intention to withdraw from the course prior to course commencement. The partial refund will be less 25% of tuition fees. The partial refund will also be less a 10% administrative fee.
- Provide no refund of tuition fees paid in advance, where enrolling students provide less than 4 week's written notice of their intention to withdraw from the course prior to course commencement.
- No refund will be paid after the agreed start date. Refunds will only be paid to the person who entered into the contract with Health Institute Australasia, unless that person requests in a signed statement, that payment of the refund be made to a third party. Refunds will be paid only to the account that issued the payment. Refunds will be paid within four weeks of receipt of written notification. Bank charges/IMT fees will be deducted from any refund made by electronic transfer.

- If you cancel your accommodation 2 weeks prior to your scheduled arrival: 100% of any accommodation or placement fees will be refunded, however, you will be charged \$100 to cover administrative costs.
- If you cancel your accommodation booking less than 48 hours before your arrival, you will be charged one week's accommodation fee and \$100 to cover administrative fees. The placement fee will also not be refunded.
- 100% of the airport pick-up fee will be refunded if notice of the cancellation is received more than 48 hours prior to the student's arrival. If notice of the cancellation is received less than 48 hours prior to the student's arrival, the airport pickup fee will be charged, and no refund will be provided.
- Please be assured that students who dispute the refund procedures are provided with access to Health Institute Australasia's internal/external appeals procedure and will be advised of their further rights under civil consumer protection laws.

### **13.16 Expulsion**

Students may be suspended or expelled from HIA at the discretion of the Directors for:

- Non or late payment of fees
- Failure to uphold or maintain any of HIA's regulations and policies
- Teaching, practising or prescribing inappropriately or inappropriate material (prior to certification)
- Misconduct.

HIA's assessment policy is in accordance with the National policy of Assessment and Workplace Training Competency Standards and Competency Board Training (CBT). As such, trainee performance must be to the standard specified and criterion referenced.

### **Administrative Withdrawal of a Learner from a Course**

HIA will undertake an Administrative Withdrawal of a learner only in exceptional circumstances, which may include where the learner:

- i. has been proven to have breached HIA's Plagiarism Policy and has been advised as such;
- ii. has not attended campus as agreed in the LoO, has not provided assignments, has not progressed with their course work for a period of three months, without obtaining an academic extension from HIA; and/or
- iii. has not responded to HIA's attempts to contact them about their lack of progress; and/or
- iv. is non-contactable by the HIA team.

Except for circumstances involving plagiarism, HIA will attempt to contact a learner at least three (3) times over a three-month period to advise the learner on at least two (2) of the three (3) occasions of an impending Administrative Withdrawal, before affecting an Administrative Withdrawal.

Where an Administrative Withdrawal has been implemented, the balance of the learner's course fees will become payable immediately. Where the course is self-funded, the balance of the fees will be debited from the individual's nominated account immediately. Where the learner's course is employer-funded, any outstanding course fees will be immediately invoiced to the employer for immediate payment.

Except for circumstances involving plagiarism, an Administrative Withdrawal will only be reconsidered at the sole discretion of the CEO. No reconsideration will be given where an Administrative Withdrawal occurred because of proven plagiarism.

HIA will not consider any requests for refunds where an Administrative Withdrawal has occurred due to proven plagiarism and learners will not be given any opportunities to finalise any outstanding or incomplete units of competency at a later date. No part of the original course fees can be used as a credit towards that course, or any other, at a later date.

Where an employer-funded learner is subject to a plagiarism-related Administrative Withdrawal, the employer will be notified as such.

### **13.17 Outstanding Course Fees Liability**

Where an individual has withdrawn from a course or where HIA has withdrawn a learner from a course (also referred to as an Administrative Withdrawal) the individual remains liable for the full course fees.

Where an individual's course fees are payable on a payment plan and by direct debit from a credit card account, HIA will debit the nominated credit card the balance of the course fees at the time of the course withdrawal.

Where an individual's course fees are invoiced to their employer for payment, a final invoice for the full amount of the outstanding fees will be issued at the time of the course withdrawal.

### **13.18 Substitutions**

Requests for substitutions are to be made in writing and can be made at any time up to 2 working days before the program commencement date.

### **13.19 Course Transfers**

Requests for transfers to alternative programs can be arranged if HIA is advised in writing more than 10 working days prior to the program's commencement date and there is availability in the selected program.

One transfer will be accepted without charge where HIA has been notified in writing at least 10 working days prior to the scheduled commencement date.

All subsequent transfers prior to course commencement will attract an administrative fee. You are advised to contact HIA for more information about the current course transfer fees.

Where a learner requests a transfer to an alternate program after commencement of their enrolled program, such transfer will only be approved at the discretion of HIA's CEO and provided there is availability in the selected program. An administrative charge is payable for post-commencement course transfers. You are advised to contact HIA for more information about the current course transfer fees.

### **13.20 Our Guarantee to You**

If for any reason HIA is unable to fulfil its service agreement with a learner, HIA will issue a full refund for any services not provided.

The basis for determining “services not provided” is to be based on the units of competency offered by HIA to be completed by the learner and which can be issued in a statement of attainment at the time the service is terminated.

### **13.21 Access to your records**

You are entitled to have access to your learner’s file and learning and assessment records upon your request. You may require to access these to monitor your progress with your training or simply to go back and confirm something in a previous training module. Whilst these records will be retained by HIA and our relevant partner RTOs, if applicable, you are welcome to have access to them at any time. Please feel free to ask your trainer and it will be organised immediately. A small fee applies.

You can access hard copy records and reports from our Learner Management System, but only records relating to you personally. You can request this access using Learner Records Request (your name) in the subject of your email to us. Access to requested records during a workday will be arranged as soon as possible within two weeks. A small fee applies.

### **13.22 Continuous Improvement**

HIA is committed to the continuous improvement of our training and assessment services, learner services and management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

### **13.23 Suggesting Improvements**

The primary method of reporting opportunities for improvement by learners is via the continuous improvement reporting procedure. This procedure allows any person to raise a Continuous Improvement Report for consideration by our Continuous Improvement Team.

Often these reports will be generated after an opportunity for improvement has been identified by a staff member or learner. Learners are encouraged to provide feedback to HIA to assist in the continued improvement of our services in the future. Please place the following: Continuous Improvement Suggestion as the subject in your email to us.

### **13.24 Learner Satisfaction Survey**

During various stages of your learning program and also upon the completion of your training program, you will be issued with a Learner Satisfaction Survey. This is a nationally consistent survey tool that is designed to collect feedback from learners about their experience with an RTO in their undertaking of nationally recognised training. Your completion and return of this survey is important to HIA for the ongoing improvement of our services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

## 14. TRAINING, ASSESSMENT, COMPLETION, CERTIFICATION

### 14.1 Course Design

The design structure is a combination of unit-by-unit components, is clustered, and holistic, to support achieving a qualification, as opposed to a short course.

**Unit-by-unit.** The unit-by-unit aspect of the course design means that each individual unit of competency is trained and assessed as a ‘discreet component’ of a course. Words such as ‘separately’ or ‘in isolation’, cannot be interchanged for discreet. The unit may be a discreet component, but it is not delivered in isolation or separate to other units. In fact, there is a close and deliberate relationship to units that are being delivered before, parallel to and after any one unit.

**Clustering.** Clustering is the process whereby learning and assessment is developed to meet the requirements for groups of units of competency which have a related work function and/or industry / enterprise need, because they are performed together in the workplace, they have a common or are linked through application in a project activity, and because they share many of the same knowledge or skills.

**Holistic** is very similar to clustering except on a larger scale. All of the knowledge from all units are synthesised down to a unique list of knowledge in a logical learning sequence, and all of the skills in all units of competency are synthesised to a unique list of tasks that align with the workplace expectation. These are overlaid and massaged into a logical learning sequence. The point with holistic courses is that the units of competency have basically disappeared into the background because they are secondary to designing and delivering training which results in high end and durable skill development where the nothing other than excellence is accepted. There are also no or very few exit points where the student can exit with units of competency achieved. It is common that the student needs to complete the entire course to be issued any units of competency.

### 14.2 Training is hierarchical. Each level of study

- is complete in itself
- enhances the previous level, and
- builds for the next level of study
- requires self-directed learning, whereby research and reflection is par for the course.

Conducted as educational intensives, they are pitched at a tertiary level of intelligence, with assumed equivalent life experience and education.

### 14.3 Assessment is based on

- assignments, research and other projects and exercises completed out of session times;
- attendance and participation in tutorial activities, lectures, guided study programs, residential training and other events
- regular practice
- internship, apprenticeship, teaching practice, practicum
- practical demonstration of skills, practical and written tests
- competency examinations and
- appropriate behaviour.

**IMPORTANT:** Arising from the wholistic nature of Yoga and Ayurvedic, while individual units have assessments to progress the learner onto the next study topic, competency is gauged during the final exam during which course content, together with the demonstration of the sequencing and flow of individual course components (8 limbs of yoga) in the final Yoga Teaching presentation.



**Assignments** are set for each level for assessment.

Contact with other students of like interests and hands-on practicum with guidance adds to your inspiration and learning. There are quizzes and practical assessment of your learning as per HIA requirements and a 3-hour examination, on completion of your course.

Projects are assigned to assess competency. Students are required to answer all questions at the end of each section and submit answers to the Institute for assessment.

At HIA, assessment is conducted using a combination of assessment methods, which may include activities such as written knowledge assessments, research tasks, case studies, etc. as needed to assess our learners' competence.

The following provides a brief explanation of the primary assessment methods:

- **Written Knowledge Assessment:** The learner is required to provide a written response to a range of questions relating to the required knowledge of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.
- **Research Tasks:** The learner is required to undertake research within their own workplace using their available reference material to provide a written response to each question. These assessment activities are usually short to medium answer response activities. The responses provided by the learner will largely be specific to their workplace.
- **Case Study Response:** The learner is required to provide a written response to a situation presented in a case study scenario. This will usually require the learner to consider carefully the situation presented, undertake some research to inform them of their response and then to propose their recommended actions.
- **Practicum:** The learner in the Yoga courses may be required to demonstrate the practice or teaching of yoga postures, yoga relaxation and yoga breathing practices. The learner in the Ayurvedic courses may be required to demonstrate the Ayurvedic bodywork techniques or consultations.

#### 14.4 Assessment Time Frames and Marking Time

While HIA makes every effort to complete the marking of submitted assessments in a timely manner, our standard turn-around time for completing the marking of assessments is between fourteen to eighteen days. Assessments that are submitted after the relevant assessment due date(s) (regardless of whether an extension has been submitted) may take longer to be assessed.

#### Ongoing Monitoring, Evaluation, and Moderation

Moderation of assessment processes includes validation of assessment tools and establishing and reviewing evidence required for a judgement of competency.

Constant ongoing reviewing, comparing, monitoring, and evaluating of our assessment processes, tools and evidence keep them current, relevant, and in the forefront to maintain appropriateness.

So that students regularly update their skills and knowledge with the latest developments, HIA recommends, supports, and presents further education for students. Life itself is a system of continuous learning.



## 14.5 Ongoing Feedback

Assessment for many subjects is progressive and wholistic (*our lives provide us with feedback!*). Every effort must be made to 'do the work' i.e. submit assignments etc. in a timely manner.

**Assessment** will take place in the form of dynamic and interactive feedback to students based on their written and practical work.

- Written. Assessed and checked by i. peers ii. tutor iii. independent adjudicator
- Practical. Assessed accordingly to prescribed requirements.
- By observation
- Evaluation by self, peer, tutor, independent adjudicator as competent or not yet competent.

Possible outcomes of in-house assessment might indicate:

- Beginning 0-40%. Consolidating 40-80%. Achieving 80-100%. Competent is 100%
- Feedback and debrief will follow where necessary.
- If competent, the student will progress to the next subject/level.
- The work will be returned if it needs re-submission.

Competent assignments are maintained in an evidence folder, for storage and project management of students' portfolios, which contains evidence of standards achieved and a record of the learning process.

## 14.6 Competency exam

- Examinations are to be taken on the set, not-negotiable date as advised.
- If a student is not available to attend an examination, administration must be contacted for a deferred examination. All deferred examinations are to be sat within a time designated by the Institute.
- Fees for a deferred examination can be confirmed with administration.

## 14.7 Plagiarism

Unauthorised collusion, plagiarism or cheating in assessments will not be tolerated at any time. Learners who are proven to be involved in such activities will not be permitted to continue with their learning program and no refund of any tuition fees will be provided.

## 14.8 Re-assessment

Learners who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills that are to be addressed through further training.

These learners are to be provided with additional training and learning support to target their specific gaps in their knowledge and/or skills to prepare them for their additional assessment.

Learners will be allowed one resubmission opportunity for an assessment that has previously been deemed 'Not Yet Competent'.

Fees will apply for a second and third resubmission. You are advised to contact HIA for more information on the current resubmission fees.

HIA does not allow more than three resubmissions. Learners must undertake further learning and

could be asked to re-enrol in the relevant unit of competency, therefore paying a further course fee for that unit.

### **14.9 Course completion**

It is the student's responsibility to ensure that they progressively complete their course within the agreed course duration.

HIA generally does not accommodate requests for fast-tracking a course of study, except where Credit Transfers and/or RPL will reduce the course duration.

Completion of the entire course is deemed upon your:

- Payment of course and relevant fees in full
- Presentation throughout the year in class, workshops and/or retreats
- Skills, knowledge, attitude throughout the year in class, workshops and/or retreats
- Assignments throughout the year
- Ongoing monitoring, evaluation and feedback and six-monthly feedback sessions
- Final competency exam, which subsumes individual course components appropriately.

Where it is evident that a student will not be able to complete their course within the agreed course duration, HIA may either implement an Administrative Withdrawal, or levy an additional Course Extension fee for each unit that will be completed outside the agreed course duration. You are advised to contact HIA for more information on the current Course Extension fees.

### **14.10 Certification Requirements**

Certification is granted upon:

- Successful and timely completion of all written and non-written assignments and assessments
- Attendance, active participation and an understanding of the information through
  - dialogue (applies to students in tutorials/retreats)
  - class discussion (applies to students on campus and via Skype for correspondence)
- Adequate knowledge demonstrated in homework, essays, quizzes, tests and internships (applies to on and off campus students)
- Demonstration of upholding shared community values through the integration of spirituality, ethics, humility and respect with classroom knowledge rising out of being a living example and experience of Yoga and/or Ayurveda
- Successful completion of hours
- Payment of all fees in full.

All students at every level are awarded a Certificate of Completion on successful completion of each individual course, when assessment criteria are met.

### **14.11 Certificate issuance**

HIA takes every care possible to ensure that it only issues Australian Qualification Framework (AQF) certification to individuals who have successfully completed all requirements of their course.

To facilitate this, we have a stringent quality assurance and assessment outcome validation process which occurs before we issue your AQF certification.

In support of this, assessment outcomes recorded for individual units are not considered to be final

until our preliminary assessment outcome validation process has been completed.

We reserve the right to say, “Not enough assessment”.

By commencing a course with HIA, you agree to cooperate with HIA if, during the assessment outcome validation process, we deem it necessary for you to provide further assessment evidence.

HIA deems your course to be completed once our assessment outcome validation process has been completed and will issue your AQF certification within 30 days of this date.

#### **14.11.1 Issuing of AQF certification**

HIA issues all AQF certification in an electronic format.

Printed copies of your AQF certification can be provided at an additional cost.

## **15. MAKING COMPLAINTS AND APPEALS**

HIA is committed to providing a fair and transparent complaint and appeals process that includes access to an independent external body if necessary.

### **15.1 What is a Complaint?**

A complaint is negative feedback about services or staff which has not been resolved locally.

A complaint may be received by HIA in any form and does not need to be formally documented by the complainant to be acted upon.

Complaints may be made by any person but are generally made by learners and/or employers.

### **15.2 What is an Appeal?**

An appeal is an application by a learner for the reconsideration of an unfavourable decision or finding during training and/or assessment.

An appeal must be made in writing and specify the particulars of the decision or finding in a dispute.

Appeals must be submitted to HIA within 7 days of the learner being informed of the assessment decision or finding.

Appeals must be submitted to the Student Support Manager by email to [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au) with “Appeal Lodgement” and the learner’s name in the subject line. Appeal lodgements that are not lodged as prescribed will not be considered to have been lodged or received.

### **15.3 Early resolution of complaints and appeals**

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time, as they occur between the persons involved, where possible.

Sometimes, this will not be possible and in these cases, you are encouraged to come forward and inform us of your concerns with the confidence that you will be treated fairly.

### **15.4 Complaints and Appeals Handling**

HIA applies the following principles to the handling of its complaints and appeals:

Appeals Lodgement forms must be submitted to the HIA Student Support Manager via email at [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au) with the subject line “Appeal Lodgement” and include the learner’s full name.

Complaint Lodgement forms must be submitted to the HIA Student Support Manager via email at [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au) with the subject line “Complaint Lodgement” and include the learner’s full name.

Appeals and/or Complaints that are not lodged in the manner prescribed above will not be considered to have been lodged and will not be considered until lodged in the prescribed manner.

A written record of all complaints and appeals is to be kept by HIA including all details of lodgement, response, and resolution.

A complainant or person lodging an appeal is to be provided an opportunity to formally present his or her case at minimal or no cost.

Each complainant or person lodging an appeal may be accompanied and/or assisted by a support person at any relevant meeting.

Where an appeal necessitates the reassessment of an applicant's assessment submission, and the appeal fails, the applicant will incur a reassessment fee as per HIA's reassessment policy.

The handling of a complaint or appeal is to commence within 14 working days of the lodgement of the complaint/appeal and all reasonable measures are taken to finalise the process as soon as practicable. HIA will always endeavour to resolve any complaints and/or appeals within 30 days of the matter being reported.

The complainant or person lodging an appeal is to be provided with a written statement of the outcome, including details of the reasons for the outcome.

HIA shall maintain the enrolment of the complainant or person lodging an appeal during the complaint or appeals process, as long as it is within the course start and course end date.

Decisions or outcomes of the complaint or appeals process that find in favour of the learner or otherwise shall be implemented immediately.

Complaints and appeals are to be handled in the strictest of confidence. No HIA representative is to disclose information to any person without the permission of HIA's Chief Executive Officer. Decisions to release information to third parties are only to be done after the complainant or person lodging the appeal has given permission for this to occur.

Complaints and appeals are to be considered based on procedural fairness and lead to opportunities for improvement as a Continuous Improvement Report.

### **15.5 Review by an external agency**

Where the complainant or person lodging an appeal is not satisfied with the handling of the matter by HIA, they are to have the opportunity for a body that is independent to HIA to review his or her complaint or appeal following the internal completion of the complaint or appeals process.

Learners who are not satisfied with the process applied by HIA may refer their grievance to the following external agencies:

Unresolved complaints may be referred to the Australian Skills Quality Authority (ASQA). Learners are to be advised that ASQA will require the individual to have exhausted all avenues through HIA's internal complaints handling procedure before taking this option.

Unresolved Appeals in relation to consumer-related issues may be referred to the Office of Fair Trading.

## **16. RECOGNITION OF YOUR EXISTING SKILLS AND KNOWLEDGE**

In accordance with the requirements of the Standards for NVR Registered Training Organisations, HIA provides the opportunity for learners to apply to have prior learning recognised towards a qualification or unit of competency for which they are enrolled.

### **16.1 What is Recognition?**

Recognition involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system.

Recognition assesses this unrecognised learning against the requirements of a unit of competence, with respect to both entry requirements and outcomes to be achieved.

By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

This has benefits for both the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment.

### **16.2 Recognition Guidelines**

The following guidelines are to be followed when an application for recognition is received:

- Any learner is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- Learners may not apply for recognition for units of competency or a qualification which are not included in our RTO, or our partner RTOs' (if applicable) scope(s) of registration.
- Whilst learners may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the learner down a more efficient path towards competence.
- Learners who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition will apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competency.

### **16.3 Forms of Evidence for Recognition**

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

Like assessment, recognition is a process whereby evidence is collected, and a judgment is made by an assessor or assessment team.

The judgement is made on evidence provided by candidates of the skills and knowledge that they



have previously learnt through work, study, life, and other experiences, and that they are currently using.

It also includes evidence to confirm a candidate's ability to adapt prior to learning or current competency to the context of the intended workplace or industry.

Forms of evidence towards recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third-party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient on their own. When combined together, with a number of evidence items, the candidate will start to provide a strong case for competence.

HIA reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy the assessors of the candidate's current competence.

#### **16.4 What is National Recognition?**

National recognition is the recognition of learning achieved through formal education and training.

Under the Standards for NVR Registered Training Organisations, HIA and its relevant partner RTOs (if applicable) will accept verified and authenticated AQF (Australian Qualifications Framework) certification documentation issued by any other RTO or AQF authorised issuing organisation, or authenticated VET transcripts issued by the Registrar.

National recognition allows a learner to be awarded a unit of competency/module based on successful completion of the unit which has been previously awarded.

#### **16.5 Evidence Requirements**

If you are seeking national recognition you are required to present your statement of attainment or qualification for examination to HIA. These documents will provide the detail of what units of competence you have been previously issued.

You must provide satisfactory evidence that the statement of attainment or qualification is authentic, is yours and that it has been issued by an Australian RTO.

Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework.

You are required to submit only copies which are certified as true copies of the original.

## 16.6 National Recognition Guidelines

The following guidelines are to be followed in relation to national recognition:

- Any learner is entitled to apply for national recognition in a course or qualification in which they are currently enrolled.
- Learners may not apply for national recognition for units of competency or qualifications which are not included in HIA's (or its partner RTOs', if applicable) scope(s) of registration.
- Whilst learners may apply for national recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the learner down a more efficient path to competence.
- The learner does not incur any tuition or course fees for national recognition, and HIA does not receive any funding when national recognition is granted. However, HIA will charge an administration fee to cover any costs incurred in the verification of AQF certification issued by another RTO, AQF authorised issuing organisation or authenticated VET transcripts issued by the Registrar.
- National Recognition may only be awarded for whole units of competency.
- Where a mapping guide identifies a partial credit, this will not be considered for national recognition and applicants will be advised to seek training to fill in the gaps, if applicable. A training fee will usually apply.

## **17. LEGISLATIVE AND REGULATORY RESPONSIBILITIES**

HIA is required to operate in accordance with the law. This means that we comply with the legislative and regulatory requirements. The following legislation is indicative of the Acts with which HIA has recognised compliance responsibilities. They also represent obligations to you as a learner whilst training with HIA.

Copies of State and Federal legislation can be found at [www.australia.gov.au/statelegislation](http://www.australia.gov.au/statelegislation) (State) and [www.comlaw.gov.au](http://www.comlaw.gov.au) (Federal).

During your day-to-day work and whilst participating in your training, you will need to be aware of the relevant legislation that may impact your conduct and behaviour.

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

### **17.1 Work Health and Safety Act 2011**

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WHS Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from particular types of substances or plant and equipment.

The WHS Act covers workers by providing nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience learners, volunteers and employers who perform work.

The WHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person in a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by a person conducting a business or undertaking, to comply with the WHS Act and WHS Regulations.

### **17.2 Privacy Act 1988**

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12th March 2014. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section within this handbook that relates to privacy protection. It provides you with information about:

- the kinds of personal information that the entity collects and holds about you;
- how the entity collects and holds personal information;
- the purposes for which the entity collects, holds, uses and discloses personal information;

- how an individual may access personal information about themselves that is held by the entity and seek the correction of such information;
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

### **17.3 Disability Discrimination Act 1992**

#### **Sect 5 - Disability Discrimination**

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

(2) For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

### **17.4 Sex Discrimination Act 1984**

The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- to eliminate, as far as possible, discrimination involving the dismissal of employees on the ground of family responsibilities; and
- to eliminate, as far as possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- to promote recognition and acceptance within the community of the principle of the equality of men and women.

### **17.5 Age Discrimination Act 2004**

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and

- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- to respond to demographic change by:
  - removing barriers to older people participating in society, particularly in the workforce; and
  - changing negative stereotypes about older people.

## **17.6 Racial Discrimination Act 1975**

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

## **17.7 Copyright Act 1968**

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matters. These rights include the right to copy, publish, communicate (eg. broadcast, made available online) and publicly perform the copyrighted material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

## **17.8 Fair Work Act 2009**

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations;

Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards, and national minimum wage orders;

Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms.

### **19.9 National Vocational Education and Training Regulator Act 2011**

This legislation provides a basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator who is the registration authority for RTOs. A core component of this legislation is that it defines the condition for the registration of an RTO which includes:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying the National VET Regulator of important changes
- cooperating with the National VET Regulator
- compliance with directions given by the National VET Regulator.



## **18. OVERSEAS STUDENTS INFORMATION & APPLICATION PROCESS**

Australia's laws promote quality education and consumer protection for international students through the ESOS Framework, and protect the reputation and integrity of international education as an industry. To provide these services to international students HIA must comply with all legislation and regulations required by the Australian Government and the National Standards Regulator, ASQA. HIA seeks to provide international students studying with us a safe and rewarding study experience.

The ESOS Framework applies only to students who are enrolled in an onshore program and study in Australia on a student visa. This legislation does not apply to students undertaking programs offshore or in Australia on a visa other than a Student Visa. ESOS enables the Department of Education and Training to take action against providers who are found to be in breach of their obligations.

### **18.1 YOUR RIGHTS**

You have the right to receive current and accurate information about

- your program, fees (including refunds), study options and other important information relevant to your program.
- Services provided by HIA
- The requirements for satisfactory academic progress in the courses you study and academic support in case you require it.
- HIA's Student Grievance Resolution Process (internal and external complaints and appeals)
- Information on deferring, suspending, or cancelling your enrolment.

Before commencing your program HIA will provide you with a written letter of offer for you to accept and sign, that provides these details and correct information.

You will also receive

- An appropriate orientation program.
- Access to support services to help you adjust to life and study in Australia and the contact information for these services.
- HIA's relevant student related policies, particularly relating to academic progress.

### **18.2 YOUR RESPONSIBILITIES AS AN INTERNATIONAL STUDENT**

All students are required to adhere to HIA rules and policies for students. The ESOS Framework also supports the Migration Act by reinforcing students' responsibilities and conditions under their student visas.

If you hold a student visa, you should ensure that you:

- Understand and satisfy your student visa conditions at all times.
- Adhere to any work conditions attached to your visa.
- Maintain Overseas Student Health Cover (OSHC) for the period of your stay in Australia
- Inform HIA of any change of address within 7 days
- Maintain satisfactory course progress and attendance in your programs.

Breach of your student visa conditions may result in the cancellation of your Confirmation of Enrolment (CoE) with HIA. Additionally, HIA is required to monitor international students' progress to ensure that students finish within the duration of their confirmation of enrolment. Before you make any decisions about your study you must consider your obligations under your student visa, as well as any academic considerations.

Additional information on studying in Australia is available from the Department of Home Affairs .

## 18.3 ENROLMENT POLICY

HIA Management and staff are committed to ensuring that all enrolling students are provided with necessary, timely and accurate information that relates to its training and assessment services available to overseas students.

### 18.3.1 HOW TO APPLY

1. Select your program
2. Check the program entry requirements
3. Check the application closing date
4. Begin your Application for Enrolment online
5. Provide certified documents
  - Providing proof of English Language Proficiency (e.g. IELTS, TOEFL or successful completion of the Academic English program)
  - Completion of academic qualifications (e.g. graduation certificates)
  - Provision of official documents (e.g. original or certified copies of your documents).
6. Pay the non-refundable \$250 Application for Enrolment Fee
7. Should you apply through an agent, your nominated agent will liaise with the university on your behalf.
8. We will contact you should we require any additional information or documents.

### 18.3.2 NOTIFICATION OF APPLICATION OUTCOME

The enrolling staff member shall enquire and assess whether the student's qualifications, experience (including work) and English language proficiency are appropriate for the course for which enrolment is sought.

**Successful Application** - You (or your agent) will be sent a Letter of Offer via email.

**Unsuccessful Application** - You (or your agent) will be notified via email.

If accepted, you (or your agent) will be sent a Letter of Offer of Admission (LoO) from HIA via email. Your offer package contains

- Offer statement (including the refund policy) and acceptance agreement
- Acceptance information
- Overseas student health cover information
- Understanding your offer statement and acceptance agreement

The information in your offer statement and acceptance agreement is important, please read it carefully, and please note the following information:

- Course name
- Duration of course
- Commencement date
- Tuition fee
- Acceptance and payment deadlines

### 18.3.3 ENROLMENT CONDITIONS

Once the enrolling staff member has assessed your qualifications, experience (including work) and English language proficiency are appropriate for the course for which enrolment is sought.

Students are required to have a minimum year 10 English or alternatively an IELTS score of mini-

mum 5.5. (Original certificate showing English test results must be provided with enrolment application form).

In the case of a student on arrival being assessed as below an English score of 'C' or IELTS 5.5 the student will be advised in writing and may be referred to a Cricos English Language College for further English bridging training or potential ELICOS course enrolment.

The enrolling staff member shall alert HIA management (by email) where a student's English language proficiency is identified as being below a 'C' Level, or any IELTS test score being below 5.5.

The enrolling staff member shall ensure that the requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and whether course credits that may be applicable are met.

Prior to accepting a student, or an intending student, for enrolment in a course, HIA will provide, in print or through referral to an electronic copy, current and accurate information regarding the following:

- Indicative course related fees including advice on the potential for fees to change during the student's course and applicable refund policies.
- HIA reserves the right to cancel any course prior to the commencement date of the course should it deem it necessary and in that event, shall refund all payments received from the applicant.
- HIA reserves the right to change fees at any time including once a student's course has commenced.
- All fees listed may change from time to time. All students currently enrolled will be informed of any changes that may affect their current course fees. (See Section 13 for more details on the above including fees and refund policy).

## **18.4 ENGLISH**

Students upon arrival could be required to sit a short test in English comprehension both spoken and written. If the test result is below the level sufficient for the enrolled course, (English score of 'C' or IELTS 6) the student will be advised by email and will be referred for further English bridging training or potential ELICOS course enrolment. The enrolling staff member shall alert HIA management (in writing by email).

The enrolling staff member will only receive course money from a student or Education agent after or at the same time the signed Letter of Offer and Acceptance (LoO&A) has been received.

- Students will be advised (in the student application/prospectus) that no money should be sent until after a signed letter of acceptance has been received by HIA.
- The enrolling staff member shall ensure that the student has signed HIA's Letter of Offer and Acceptance prior to accepting any enrolment or payment including any conditions on his/her enrolment.

The enrolling staff member shall ensure that the enrolling students are aware of HIA's Overseas Prospectus information. This will be ensured by all printed and electronic information fully complying with the national code and the enrolling student's signature on the enrolling form to verify that they have read and understood the prospectus information. (See students manual).

Once the Application and Letter of Offer and Acceptance have been received, the enrolling staff shall initiate an electronic confirmation of enrolment (ECOE) through the PRISMS system and return the advice of enrolment and ECOE to the student.

## **18.5 COURSES, CONTENT, DURATION & QUALIFICATION OFFERED**

(see Sections 9, 10, 11)

## **18.6 ACADEMIC PROGRESS**

HIA monitors the academic progress of all students to ensure that those who are experiencing difficulties are identified as early as possible and offered the advice, assistance and support services that are available at HIA.

Students are required to maintain satisfactory progress in accordance with the HIA's Progress policy and procedures. Maintaining satisfactory academic progress is a student visa condition. Not making academic progress may result in exclusion from studies which will have effects on a CoE and possibly student visa. It's important therefore to be aware of the Academic Progress policy and procedures and seek help when required.

## **18.7 ACADEMIC HONESTY AND COPYRIGHT**

It is important that you understand what constitutes plagiarism and cheating and how to appropriately cite and reference work in your assignments. Ignorance of the rules is not often accepted, as all teachers make every effort to bring the policies and their requirements to your attention. If you have trouble understanding the referencing system in your area, you can speak to your Teacher for more information. HIA respects intellectual property and copyright laws. Consequently, plagiarism is taken very seriously and if you plagiarise you risk facing serious consequences.

## **18.8 STUDENTSHIP, MODES OF STUDY AND ASSESSMENT METHODS**

Modes of study include a hands on training approach with lectures, demonstrations and discussions, simulated work place experiences, observation of actual workplace experience with assessments that include written tests, assignments, observed simulated tasks and workplace experience.

HIA has several important policies related to assessment, progress, and other academic areas. It is important that you are aware of these rules before you begin your study. (see Sections 5,6,7,8).

Students study competency based training and will be assessed according to established industry standards that will equip the student with the essential skills and knowledge to gain a firm footing in their chosen industry area. (See Section 14)

HIA may enter into an arrangement with another registered provider, person or business to provide a course or part of a course.

## **18.9 CAMPUS LOCATIONS, FACILITIES, EQUIPMENT, LEARNING AND LIBRARY RESOURCES available to students.**

(See Section 4)

## **18.10 INTERNATIONAL STUDENT SUPPORT**

We are here to help. We understand that students face many challenges during their studies, and we're committed to supporting you to perform at your best, at HIA and beyond.

(See Section 7).

## **18.11 TUITION PROTECTION SERVICE**

The Tuition Protection Service (TPS) is a placement and refund service for international students. On the rare occasion that an education provider is unable to deliver a program an international student has paid for and does not meet their legal obligations to make alternative course replacements or provide a refund, the TPS will assist students to find an alternative place or provide a refund of any unspent tuition fees.

## **18.12 ENROLMENT, DEFERMENT, SUSPENSION OR CANCELLATION**

(See Section 13).

HIA Management and staff are committed to assessing and recording all deferments, suspensions or cancellations of study, ensuring that students within the process are informed of their rights and provided with due care and where relevant, opportunities for appeal.

Students who apply for deferment may do so on the basis of compassionate or compelling grounds.

Students who are contravening the rules of attendance at HIA may have their enrolment suspended or cancelled.

The grounds and procedures for deferments, suspensions or cancellations of study, are listed in the Student Handbook and HIA website.

Transfer of enrolment may only be applied for when a student has completed 6 months of their primary course of study.

A description of the ESOS framework is available electronically by DEEWR.

## **18.13 CHANGE OF PASSPORT, VISA OR RESIDENCY STATUS**

It is important that you notify the Department of Home Affairs of your changed passport details, as your visa is linked to your passport number.

Please also contact HIA Admin with your new passport details so that we can update the information on your Confirmation of Enrolment (CoE).

Please contact HIA Admin if you change your visa type - for example, from a student visa to a Temporary Partner visa. We will then report this change to the Department of Education, and cancel your Confirmation of Enrolment (CoE) if you no longer require it.

If you become a Permanent Resident or citizen of Australia, please ensure you notify the HIA Admin before the Census Date for the current study period to ensure that your fee amount is revised.

## **18.14 RELEVANT INFORMATION ON LIVING IN AUSTRALIA:**

### **18.14.1 HEALTH CARE COVER - Mandatory**

As an international student in Australia, you are required to have Overseas Student Health Cover (OSHC) for the entire duration of your visa. Visa duration varies and is slightly longer than the length of a student's program.

You will be required by the Department of Home Affairs (DHA) to pay OSHC before your student visa can be issued. You can use our provider of OHSC, or choose your own.

OSHC does more than just meet Australian Government visa requirements, it helps you pay for medical and hospital care and protects your health in Australia.

### **18.14.2 VISA - Mandatory**

To ensure that everything runs smoothly for your trip to the Gold Coast, you will need to ensure you understand the immigration rules and student visa conditions before you depart for Australia.

Although you will be studying alongside local students, your student visa has certain conditions that are particular to international students. It's a good idea to be clear on these conditions, as well as understanding general HIA rules.

Before you depart you will need to ensure that you have a valid visa and passport to enter into Australia. For information about visas, please consult your nearest Australian consulate or diplomatic mission, or visit the website of the Department of Home Affairs.

Your visa allows you to enter, live in and leave Australia during your term of study. You are required to complete your qualification before your visa expires. There is no provision for part-time study.

In addition to the visa application charge, you will be required to complete and pass a medical exam for your visa application. The approximate cost is AUD\$350, however additional costs may be incurred if more comprehensive medical exams are required.

As a student visa holder, it is your responsibility to be aware of the conditions relating to your visa. These conditions and regulations are subject to change. Student visas are managed by the Department of Home Affairs (DHA), not HIA.

You need to be aware that failure to comply with your visa conditions could result in the cancellation of your enrolment which may affect your visa. It is important to take action early if you think you have a problem that could affect your student visa.

You need to make sure that you understand your visa conditions. Common conditions for student visas include:

- Enrolment in your program in all compulsory study periods
- Maintaining OSHC for the duration of your visa
- Updating HIA within seven days of changing address
- Study no more than 1/3 of your total program in an online delivery mode
- Working no more than 40 hours per fortnight during official academic terms, or as per the current government guidelines.



You are able to undertake online, distance, or cross-institutional study, as long as you are enrolled in at least one face-to-face HIA course per compulsory enrolment period.

HIA cannot assist with student visa applications, or any other type of visa application. Comprehensive information about how to apply for your student visa can be found on the Department of Home Affairs - Student visa website .

### **18.14.3 COST OF LIVING IN AUSTRALIA:**

Accommodation costs top the list with home loans, rates, utilities and maintenance. Food is the second highest followed by car costs which include petrol, insurance, registration, parking and public transport fares.

There is no “one size fits all” plan for all but it is understood that an individual may need approximately \$20,000 each year and an average family needs more than \$50,000 a year to get by in Australia. The cost of living may be higher or lower depending upon where you live and this estimate does not include the cost of any social, sporting or other recreation activities you might want to be part of, or any health or emergency costs not covered by your private health insurance or Overseas Student Health Cover (OSHC).

**ACCOMMODATION OPTIONS.** Choosing where to live is a big decision. You’ll want to love where you live, so you can get the most from your international study experience. And you need to feel safe, with access to people that can support you when needed. You may need to pay a refundable deposit for your rental accommodation, which could be four to six weeks rent, electricity and gas connection charges, landline telephone connection charges, household set up (linen, groceries etc) and furniture and household goods if you take unfurnished accommodation. Accommodation options range from student apartments to private homestays, and could cost:

#### **ACCOMMODATION COSTS**

Hostels and guesthouses: \$90 to \$150 per week.

Shared rental: \$85 to \$240 per week.

Homestay: \$235 to \$325 per week.

Rental: \$165 to \$440 per week.

#### **OTHER LIVING EXPENSES**

Groceries and eating out: \$80 to \$280 per week

Gas and electricity: \$35 to \$140 per week

Phone and Internet: \$20 to \$55 per week

Public transport: \$15 to \$55 per week

Car (ongoing cost): \$150 to \$260 per week

Entertainment: \$80 to \$150 per week

### **18.14.4 WORKING WHILE STUDYING**

If you decide to work a part-time job while studying there are a few things to consider:

- It is important to make sure the extra workload doesn’t negatively affect your studies, to be aware of student visa conditions surrounding work, and to make sure you’re being treated fairly and legally by your employer.
- Know your employment rights, how to start your job search and find opportunities to network and develop your career.

- After the skills shortages brought on by the travel restrictions, border closures and social distancing brought on by the pandemic, the Federal government has currently lifted restrictions and constraints on student visa holder workers. Prior to this, as a full-time student, you were permitted to work 40 hours per fortnight (two week period) during term, and unlimited during official term breaks.
- Check your visa conditions and read information from the Department of Home Affairs (DHA) regarding current restrictions on your work. If your dependants intend to work, make sure they understand their visa conditions and stick to them.

#### **18.14.5 SCHOOLING OBLIGATIONS**

To bring school aged children with you when you study in Australia, you will need to arrange for them to attend school. The requirements for enrolling students and school fees vary across Australian states and territories, and across schools. More information may be obtained on the Australian government website

<https://www.studyinaustralia.gov.au/english/australian-education/bringing-your-children>

#### **18.15 CHANGING YOUR STUDY ARRANGEMENTS**

Your student visa has certain conditions that are particular to international students. It's a good idea to be clear on these conditions, as well as understanding general HIA rules when considering making changes to your study arrangements.

Under the ESOS Act and the National code of 2018, HIA is legally obliged to notify the Department of Home Affairs (DHA) of any changes to an international student's enrolment status. For more information, please visit the immigration and visas page.

As a student visa holder, you are expected to study and maintain enrolment while you are in Australia. It is important that you discuss any potential break with both your Faculty and International Student Support. Deferral for one or more study periods will likely have an impact on your CoE and student visa.

#### **18.16 TRANSFER STUDENT ENROLMENT (INTERNAL PROCEDURE)**

On receipt of an application for transfer of enrolment, the enrolling staff member shall:

- Ensure that the student has completed at least six months of his or her principal course (by contacting the provider concerned) of study unless:
- the original registered provider has ceased to be registered or the course has ceased to be registered.
- the original registered provider has provided a written letter of release.
- the original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing his or her principal course, or
- any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.
- any government sponsor of the student deems that a transfer is in the student's best interest and supports the transfer request in writing.

When a student requests a transfer of their enrolment to another registered provider, the enrolling staff member shall:

- Provide the student with advice on HIA's procedures for applying for a course transfer, including

the need to formalise the request in writing. The request should be both dated and signed, stating the reasons for which they desire to transfer their course enrolment to another provider.

- Advise the student that their request may take as long as, but will not extend past a 7 day assessment period.
- Provide a letter of release only after the student has provided a letter indicating a valid enrolment offer from another registered provider.
- In the case of a student under the age of 18 years of age, HIA will only grant a letter of release where the student's parent or legal guardians have confirmed in writing their support for the transfer or in the case where the welfare of the student is supervised by the registered provider, the Overseas Student Contact Officer shall also be required to provide support for the transfer. Valid enrolment from the new course provider will also confirm their acceptance of the welfare responsibilities of the student.
- Issue a letter of release at no charge to the student informing the student that they should contact DIAC for further information concerning their student visa requirements.
- Provide advice of HIA's complaints and appeals process should a release refusal letter be issued.
- Ensure that all records associated with a transfer application are filed within HIA's student records system.

## **19. ACRONYMS YOU MAY FIND IN THIS DOCUMENT**

AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
CEO	Chief Executive Officer
CoE	Confirmation of Enrolment
DEEWR	Department of Education, Employment and Workplace Relations
DHA	Department of Home Affairs
ESOS	Education Services for Overseas Students
HIA	Health Institute Australasia
HREOC	Human Rights and Equal Opportunity Commission
LLN	Language, Literacy, and Numeracy
LoO	Letter of Offer
LoO&A	Letter of Offer and Acceptance
NVR	National Vocational Regulator
OAIC	Office of the Australian Information Commissioner
OSHC	Overseas Student Health Cover
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
TPS	Tuition Protection Service
VET	Vocational Education and Training
WHS	Work Health and Safety

## APPENDIX - 1

### **Yoga Level 1: What You Get (On Campus Study)** **Yoga For Life: 10885NAT Cert IV In Yoga (Cricos Code: 0100557)**

- Four intakes a year: January/February, April, July, and October.
- Fixed schedule. No refunds and no rain-checks for unused portions of the program.
- Your fees provide for the administration of the College, your academic activities, textbooks, Course Manuals, CDs, DVD, Contact journal, learning aids and student services and activities.
- Payment plans are available upon application.
- Austudy approved.

Level 1 Yoga for Life enrolled course students receive the following

#### **1 DIGITAL TEXTBOOKS & STUDY GUIDES (6)**

- 1.1 Easy Guide to Meditation
- 1.2 Healing Yoga
- 1.3 Healthy Body (online textbook)
- 1.4 Salute to the Sun
- 1.5 Sankalpa (Making Life Work)
- 1.6 Yoga and Ayurveda Dictionary

<https://www.shantiyoga.com.au/shop/>

#### **2 COURSE TUTORIALS (21) + DIGITAL COURSE MANUALS (10)**

- 2.1 Self Mastery
- 2.2 Vedic philosophy, history, and Yogic concepts
- 2.3 Yoga and Ayurvedic Health
- 2.4 Yoga Postures (asanas)
- 2.5 Yoga Breathing (pranayama)
- 2.6 Yoga for Relaxation (nidra)
- 2.7 Yoga for effective Concentration (dharana)
- 2.8 Yoga Meditation (dhyana)
- 2.9 Yoga Chanting (Sanskrit calligraphy, pronunciation, and sound)
- 2.10 Ethical Living
- 2.11 First Aid

**Weekly Tutorials on Campus:** 20 weekly peaceful, instructional yoga tutorials, per academic year, provide the Shanti Yoga™ curriculum on Monday afternoons, 2:15-4:30 pm. These are conducted in discrete modules, which holistically meld into the syllabus. They accrue 80 course-hours per year. Tutorials are supported by instruction during ‘mat’ classes.

#### **3 PRACTICE CD (1)/MP3**

- 3.1 Samadhi

<http://www.shantiyoga.com.au/products/cat/shanti-yoga-cds->

#### **4 ON-LINE STUDY COURSE**

- 4.1 Healthy Body. Yogic, Ayurvedic and Western understanding of A&P. - Online course

#### **5 VOCATIONAL COURSE**

Intro: Children's Yoga Teacher Training (Adv Dip Therapeutic Yoga Teaching - 1st year)

- 5.1 The Divine Yoga Child: Children's Movement and Mindfulness through Yoga

- 5.2 Tools for teaching
  - 5.2.1 Yoga in a Box: Yoga Cards by Shanti Gowans.
  - 5.2.2 Hatha Yoga for Body, Mind, and Spirit by Shanti Gowans.
  - 5.2.3 The Childrens' Book of Shanti Yoga™ by Shanti Gowans
  - 5.2.4 Meditation for Children 2 CDs/MP3 by Shanti Gowans  
to guide children to learn many different ways to champion themselves,  
elevate their self-esteem, and live their best lives.

<http://www.shantiyoga.com.au/short-courses/yoga-courses-kids-yoga-training.php>

## **6 LIFE ENHANCEMENT AND PERSONAL DEVELOPMENT (on-campus + zoom)**

- 6.1 Patanjali's Yoga Sutras Tutorials
- 6.2 Body and Soul Community Singing/Choir/Magical Sound Workshops
- 6.3 Dance Monkey - fun and educational workshops
- 6.4 Sanskrit calligraphy and pronunciation
- 6.5 Darshan: What's it all about. Philosophy and discussion led by Shantiji
- 6.6 Spiritual Movies (on-campus)

- 7 **LIVING YOGA AND AYURVEDA** Residential week-end retreats  
inclusive of shared accommodation and shared facilities, 6 meals, programs, and yoga duties.
  - 7.1 Believe in Yourself, Transform your Life (How to think, *Jnana Yoga*)
  - 7.2 What is your Dharma? Purpose, Meaning, Happiness (How to act, *Karma Yoga*)
  - 7.3 Emotional Wellbeing (How to love, *Bhakti Yoga*)
  - 7.4 Cook, Taste, Heal: Healthy Mind, Healthy Body (How to cook, Ayurvedic cooking retreat)

## **8 ON THE MAT AND MEDITATION CUSHION**

Weekly Institute Attendance.

- 8.1 Shanti Yoga signature sequences. Gentle, easy stretches, postures. Restorative, ground yoga.
- 8.2 Yoga Nidra. Deep yoga relaxation and self-healing
- 8.3 Meditation, mindfulness, focus and concentration
- 8.4 Mindfulness and Pranayama: breathe and heal
- 8.5 Chanting, kirtan, sound bathing and vibrational therapy

We recommend 15 hours a week on the yoga mat and meditation cushion.

Your Contact Diary which logs your face-to-face attendance must be signed by the instructor or admin every time you attend.

## **9 MISCELLANEOUS**

- 9.1 Induction and manual
- 9.2 Student ID Card
- 9.3 Contact Diary
- 9.4. Induction day vegetarian lunch

Furthermore, in the spirit of real Yoga, we encourage you to be generally helpful, committed, and involved in your own evolution and development of body, mind, and spirit through the practice of:

- Bhakti yoga - humility and devotion in your spiritual endeavours
- Jnana yoga - self wisdom, and also in relation to the management of ego, fear, anger, stress, desire
- Karma yoga - selfless action and service to all.

Shantiji's work has had a profound impact on thousands of people around the world. Whatever has led to your enquiry, we trust that this information offers you what you are looking for. Many thanks for your time. Please get back to us in a timely manner for all arrangements to be made.

## APPENDIX - 2

### **Yoga Level 2 (i.e. second year): What You Get (On Campus Study) Diploma of Yoga Teacher Training 10886NAT Cricos 0100558**

The Diploma of Yoga Teacher Training course is designed to support people who are committed to evolving themselves and unity (yoga) culture, yearn to make their greatest contribution, and seek to develop themselves to embrace this calling.

In this course, you will be surrounded by pure love, strategies, and inspiration, from people who fill you up rather than drain you. You will learn how to take your relationships and your life to the next level, connect with your family at a deeper level, and be immersed in the work of Shanti Gowans, at the front lines of synthesised traditional and new healing technologies towards an evolving consciousness.

There are already hundreds of sources of negativity and bad news. Please support us by promoting a message of love and unity.

The greatest way to teach anything is by example... living and breathing it. So, let's teach yoga by making a conscious effort to choose unity in our daily lives. Let's love, love, love ourselves and each other.

### **Year 2: Yoga Teacher Training: On Campus, Face-To-Face Diploma of Yoga Teacher Training 10886NAT Cricos 0100558**

- Four intakes a year: January-Feb, April, July, and October.
- Fixed schedule. No refunds and no rain-checks for unused portions of the program.
- Your fees provide for the administration of the College, your academic activities, textbooks, Course Manuals, MP3/CDs, MP4/DVD, Contact journal, and other learning aids and student services and activities. There are no hidden extras.
- Payment plans are available upon application.

**In Year 2 the Diploma of Yoga Teacher Training enrolled course students receive the following**

#### **1 DIGITAL TEXTBOOKS & STUDY GUIDES (7)**

- 1.1 Ayurvedic Cooking
- 1.2 Ayurveda for Health and Wellbeing
- 1.3 Breathe for Health
- 1.4 Eight Limbs of Yoga
- 1.5 Inner Peace Handbook
- 1.6 Mindfulness, The Art of Conscious Living
- 1.7 Peace begins with You

<https://www.shantiyoga.com.au/shop/>

*Please note: You have received your Text books and tutorials for Dip.Course, Year1, in your first year of study.*

#### **2 COURSE TUTORIALS (20) + DIGITAL COURSE MANUALS (10)**

- 2.1 Introduction
- 2.2 Self Mastery
- 2.3 Yoga Concentration (*dharana*)
- 2.4 Yoga Health



- 2.5 Yoga Relationships
- 2.6 Yoga Postures (*asanas*)
- 2.7 Yoga Breathing (*pranayama*)
- 2.8 Yoga Relaxation (*nidra*)
- 2.9 Yoga Meditation (*dhyana*)
- 2.10 Yoga Leadership

For Level 2, the second year, tutorials are conducted on Thursday afternoons, from 2-5 pm.

Regardless of your level of experience, you are guaranteed to gain practical skills for transformation through attending lectures, practices, and discussions. They accrue 60 face-to-face course hours per year.

### **3 PRACTICE CDs/MP3s (3)**

- 3.1 Deep Relaxation and Self Healing - on 2 CDs/MP3.
- 3.1 Meditations to Calm the Mind and Discover Inner Peace - on 4 CDs/MP3
- 3.3 Origins, Yearning, Destiny CD/MP3  
<https://www.shantiyoga.com.au/shop/>

### **4 PRACTICE DVD/MP4 (1)**

- 4.1 Shanti Yoga Wellbeing

### **5 ON-LINE STUDY COURSES**

- 5.1 Yoga Relationships - work with diverse people CHCDIV001
- 5.2 Confirm physical health status HLTAAP002

### **6 VOCATIONAL COURSE: Children's Yoga Teacher Training Course**

- 6.1 The Divine Yoga Child: Empowering Youth  
Peaceful Warrior  
<https://www.shantiyoga.com.au/product/ticket-15/>

### **7 LIFE ENHANCEMENT AND PERSONAL DEVELOPMENT**

- 7.1 Darshan: What's it all about?: 40 x Philosophy and discussion led by Shantiji Mon 1-2 pm
- 7.2 The Yoga Sutras ( 2:15-3:15pm. Usually Autumn and/or Spring terms) OR
- 7.2 The Bhagavad Gita (2:15 -3:15pm usually Autumn and/or Spring terms)
- 7.3 Body and Soul Community Singing/Choir/Magical Sound Workshops
- 7.4 Dance Monkey - Fun, educational and confidence building workshops (on-campus)
- 7.5 Spiritual Movie (on-campus)

### **8 LIVING YOGA AND AYURVEDA**

Psycho-spiritual residential weekend retreats  
inclusive of shared accommodation, 6 meals, programs, and yoga duties.

- 8.1 Believe in Yourself, Transform your Life
- 8.2 What is your Dharma? Meaning, Passion and Purpose, in the pursuit of Happiness
- 8.3 Emotional Wellbeing
- 8.4 Healthy Mind, Healthy Body: Ayurvedic cooking retreat

We practice silently in the morning, then we take walks, or rest, eat delicious food, and chat. We do *nidra* in the afternoon, play Scrabble, do mindful art, read, garden, some slow, long stretches in the evening, and after a light supper and cleaning up, we spend the evening sitting under the stars or watching a spiritual movie, or just retire to read, or go to bed.

## **9 ON THE MAT AND MEDITATION CUSHION**

Weekly College Attendance

- 9.1 Curated, Shanti Yoga Signature Series that are gentle and restorative Hatha Yoga practices
- 9.2 Yoga Nidra, deep yoga relaxation, and self-healing
- 9.3 Meditation, Mindfulness, focus and concentration
- 9.4 Mindfulness and Pranayama: breathe and heal
- 9.5 Chanting, kirtan, sound, and vibrational therapy

Slow, mindful practice and much fun being with yoga people for extended periods on the yoga mat and time out on the meditation cushion. Please remember to get your Contact Diary which logs your face-to-face attendance signed by the instructor or admin every time you attend.

## **10 MISCELLANEOUS**

- 10.1 Induction and manual (received in Diploma of Yoga Teaching, Year 1)
- 10.2 Student ID Card (received in Diploma of Yoga Teaching, Year 1)
- 10.3 Induction lunch (received in Diploma of Yoga Teaching, Year 1)
- 10.4 Contact Diary

Furthermore, in the spirit of real Yoga, we encourage you to be generally helpful, committed, and involved in your own evolution and development of body, mind, and spirit through the practice of:

- Bhakti yoga - humility and devotion in your spiritual endeavours
- Jnana yoga - self wisdom, and also in relation to the management of ego, fear, anger, stress, desire
- Karma yoga - selfless action and service to all.

Shantiji's work has had a profound impact on thousands of people around the world. Whatever has led to your enquiry, we trust that this information offers you what you are looking for. Many thanks for your time. Please get back to us in a timely manner for all arrangements to be made.

## APPENDIX - 3

### Yoga Level 3 (i.e. in your third year)

#### Blended Study in our forever changed world

#### Advanced Diploma of Therapeutic Yoga Teaching 10887NAT Cricos 0100559

Supervised: 1890 hours. Non-supervised: 800 hours Volume of learning: 2690 hours

**WORKSHOPS AND TUTORIALS** have been conducted on Saturday or Sunday afternoons, with discussions incorporating

- Overview and Objectives
- Roots
- Foundations
- Core Principles
- Essentials
- Sutras

### 100 HOURS OF TEACHING

Expand your teaching vocabulary, allowing you to explain and demonstrate the healing essentials with confidence and safety. Have your students and clients actually participate, and love you for helping them feel wonderful.

### FACILITATING YOGA FOR YOUTH, NAT10887001

- Peace Education (Practicing Peace)
- Conflict Understanding and Resolution
- Cultivating Fearlessness

#### *Resources*

- Practicing Peace by Shanti Gowans
- Peace begins with You by Shanti Gowans
- Yoga Education for Children by Shanti Gowans

### YOGA FOR BACKCARE, NAT10887002

- Managing the back in crises
- Yoga for preventing and easing back pain
- Healthy back care facilitator training

This is a unique, holistic, comprehensive, and integrated approach to managing and preventing back pain, which is the third most common reason for visits to the medical clinic, one of the most common reasons for missing work, and the single leading cause of disability. Yoga has been shown in numerous studies to be an effective practice for preventing and relieving back pain.

#### *Resources*

- Healthy Back.
- Healing Yoga

### ASANA - THE DEEPER PRACTICE. SHANTIYOGA SIGNATURE SERIES. NAT10887003

Creating the future of yoga, arising from profound insights into creative and effective ways to reap the health benefits of yoga

- improve body awareness and proprioceptive awareness
- reduce joint discomfort and the risk of injury
- reduce pain
- train the nervous system
- make traditional yoga poses accessible
- improve mobility

- help students who feel stiff or tense find more range and ease in their practice
- improve overall strength and control through your range of motion
- implement new standards of excellence in flowing, sequencing strategies and arrangements

I love the Shanti Yoga method that I have curated and developed over the last 50 years, because of its effectiveness. It is safe, accessible, and has been of so much help and benefit to countless people that have engaged in its practice. Shanti Yoga Mindful Movement teachers deconstruct an asana-only-practice, and join the sacred space where you give yourself permission to take care of yourself first and foremost, replace negative self-talk with love, be yourself, express what is, the truth through your body (not just your image - your body does not lie!), and do the inner work of making peace with your body. The practice aims to produce a balancing effect on the nervous system of parasympathetic dominance. This state encourages the 'rest, relaxation, rejuvenation and regeneration response'. When your practice feels good to do while you are doing it, and gives you energy while allowing you to be happy and relaxed at the same time, then you are more likely to practice regularly. You are also more likely to feel that sharing this beneficial and healing energy and loving information is worth spreading in your life to those around you.

### **Shanti Yoga Signature series:**

Yoga for your eyes

Yoga for thoracic spine and neck mobility and health, and the wisdom of *jalandhara bandha*

Yoga for shoulders

Yoga for pelvic floor health

Yoga for core strength

Yoga for neuromuscular aging

Yoga for depression and anxiety

Yoga for posture improvement

Yoga and the Vagus Nerve: Developing stress resilience

Dancer - Spring

Lover - Summer

Wild Thing - Autumn

Teacher - Winter

### **Resources**

- Hatha Yoga for body, mind and spirit by Shanti Gowans
- Manual of Advanced Asanas by Shanti Gowans
- Teaching Yoga by Shanti Gowans

### **PRANAYAMA - THE NEXT LEVEL, NAT10887004**

Yoga teachers talk about the breath incessantly, and yet most students struggle to practice correctly in class, and almost no students are using yogic breathing outside of class - do you? Breathing is a powerful tool that allows the individual to take conscious control over their autonomic nervous system. This course includes 25+ pranayama practices to help you as a teacher and student understand how to use breath more effectively. You will learn:

- Basics of yoga breathing in various types of yoga classes (it's not all the same)
- How to start teaching breath in the supine position
- Fundamentals of up and down regulating as well as balancing breath
- Breathing practices pertinent to cleansing, activity type, time of day, and so on

### **Resources**

- Breathe for Health by Shanti Gowans

- Pranayama Masterclass series. Manual authored by Shanti Gowans
- Audio
- Guided Practices on CD, entitled Breathe for Health
- Youtube clips: Maha Yoga Pranayama, taught by Shanti Gowans

## **YOGA NIDRA FACILITATOR TRAINING, NAT10887005**

### **- The art of slowing down to create more meaning, purpose, fulfillment**

In this course, you will learn about the four states of consciousness in Yoga, described as dreaming, sleeping, waking, and *turiya*, the stage beyond, which is equivalent to the highest stages of meditation or *yoga nidra*. You will also learn key yoga teachings about sleeping and dreaming, and the role these plays in our lives and health. At the most fundamental level, *Yoga nidra*, relaxes and heals. It's mindfulness based stress reduction. At its most profound, you will be awakened to the fourth dimension, the transcended state of consciousness. When administered skillfully, Yoga Nidra can serve as a tool to change unhelpful mental patterns, wrong self-perception and even heal many of the effects of trauma.

### **Resources**

- Shanti Yoga Masterclass Manual

### Audio

- Samadhi by Shanti Gowans
- Origins, Yearnings, Destiny
- Deep Relaxation for Self Healing

## **MINDFULNESS MEDITATION, NAT10887006**

*Yoga is the stilling of the changing states of the mind. — Patanjali*

- *In silence we grow, in stillness we heal* - Shanti Gowans

Change your body, change your mind: How yoga can help foster greater mental and emotional balance. Experience and learn about effective solutions to 'depressing' Critical Stress, Anxiety, Pain, and Suffering during 4 silent meditation weekend retreats in twin-share accommodation, with shared facilities, inclusive of delicious Ayurvedic vegetarian meals. Choose from scheduled retreats in • Feb • June • Aug • Oct • December. For dates, go to: [www.nirvanawellbeingretreat.com.au](http://www.nirvanawellbeingretreat.com.au)

### **Resources**

- Easy Guide to Meditation by Shanti Gowans
- Sitting Beyond Thinking by Shanti Gowans

## **YOGA FOR SPECIAL NEEDS NAT10887007**

Live better longer: Yoga from the cradle to the grave

### **Resources**

- Children's Yoga Masterclass Manual
- Yoga Education for Children by Shanti Gowans
- Pregnancy Yoga: Yoga during Pregnancy by Shanti Gowans
- **Yoga for midlife empowerment: Fostering mind-body wellness for life**
- Yoga and the art of healthy aging
- Facilitating Chair Yoga

Growing old is a privilege. Yet the struggle to stay mobile and active after a certain age, which is very necessary to prevent disease and mood disorders such as depression and anxiety, is very real for many people. The aging population and those who suffer from premature aging are at far higher risk for suffering from chronic diseases and the pain that goes with them, as well as the virus.

Yoga can (and should) be adapted to a human being's personal needs that change as they age. It is essential that we move beyond postural-based, fitness-driven practice and nurture safety, balance,

strength, and mobility

Shanti Yoga reveals the secrets to longevity and happiness: how to eat, how to move, how to work, how to rest, how to foster collaboration and community, and how to find your purpose and bring satisfaction to your life. It provides an in-depth look at how we can take greater control over the living processes, from the cradle to the grave, using yoga as an approach to whole mind-body wellness, and help you discover how to grow old while being forever young.

**MENTAL HEALTH AND SUICIDE PREVENTION** *Instruct yoga, mindfulness, and Ayurveda for mental health and suicide prevention.* NAT10887008

**Resources**

- Ayurveda and Yoga Psychology
- The Yoga Sutras

**HEALTHY, WEALTHY AND WISE.** *Instruct the yogic principles for health, wealth, and wisdom,* NAT10887009

An abundant life is one in which we have the consistent ability to create, explore, and experience a full life, 'rich' with meaning. Most of our issues come from a fear and scarcity mindset. This mindset is rooted in a low sense of self-worth, which further reinforces it. The more you heal, empower and create yourself, the more expansive you become. The more you expand, the more you find new opportunities and connections or relationships together with ideas that will radically increase your well-th (health is your first wealth) and overall feelings of abundance.

Reality is not set in stone. It adapts and changes conforming to the stories you believe about it. A low sense of self-worth accompanied by limiting beliefs will lead you to make choices that disempower you, as well as attracting stories that are not aligned with your true, creative, self-loving, and abundant nature. Let's change the self-destructive story.

**Resources:**

- Mindful Abundance

**YOGA TEACHER PROFESSIONAL DEVELOPMENT** - attend classes with Shantiji. Learn about and experience:

- The Sacred Yoga Remedy: Sacred Movement. Sacred Breath. Sacred Rest
- Living the Yoga Sutras: Ancient wisdom for modern times
- The Bhagavad Gita approach to a spiritual life of courageous action
- Yoga for wellness and self-care. Enhancing Well-being. The Future of Health and Wellbeing.
- Insight into the Art of Teaching Yoga
- The Best Ways to Teach Yoga to Beginners
- Eliminate your own habitual 'body, mind and emotional baggage', and clear out the obstacles that are blocking the 'flow' of your life force and spirit, so you can come home to the heart of your yoga healing service.

**DIGITAL TEXTBOOKS AND STUDY GUIDES, listed alphabetically (12)**

- Abundance
- Asana Manual
- Breathe For Health Cd & Book (received in Adv Dip of Therapeutic Yoga Teaching, Year 2)
- Facilitating Chair Yoga
- Meditation, The Journey Home
- Peace Begins With You ((received in Adv Dip of Therapeutic Yoga Teaching, Year 2)
- The Art Of Slowing Down To Create More Meaning, Purpose, Fulfillment.

- The Art Of Teaching Yoga
- The Best Is Yet To Be
- The Peaceful Warrior. Practicing Peace
- Yoga For Back Care
- Yoga Nidra, The Sleep Of The Yogi

<http://www.shantiyoga.com.au/products/cat/shanti-yoga-books>

### **PRACTICE MP3/CD (1)**

- Breathe for Health MP3/CD

### **MISCELLANEOUS**

- Induction and Student Manual (received in Adv Diploma of Therapeutic Yoga Teaching, Year 1)
- Student ID Card (received in Adv. Diploma of Therapeutic Yoga Teaching, Year 1)
- Induction lunch (received in Adv. Diploma of Therapeutic Yoga Teaching, Year 1)
- Contact Diary

### **OPTIONAL TUTORIALS & WORKSHOPS**

- What's it all about?: The Yoga Sutras  
After class. Usually Autumn and Spring terms.
- Drama Games, Public Speaking, and Improvisation.  
Usually Summer and Winter terms.
- Children's Yoga Instructor Workshop  
Weekend workshop + volunteer teaching

### **TRAINING PACKAGE UNITS OF COMPETENCY:**

- From the HLT Health Training Package administered by the © Commonwealth of Australia  
HLTAAP003 Analyse and respond to client health information
- from CHC Community Services Training administered by the © Commonwealth of Australia  
CHCPRP003 Reflect on and improve own professional practice  
CHCPRP005 Engage with professionals and the health care system
- from BSB Business Services Training Package administered by the © Commonwealth of Australia  
BSBLDR301 Support effective workplace relationships  
BSBESB401 Research and develop business plans  
BSBESB406 Establish operational strategies and procedures for new business ventures



## **APPENDIX - 4**

### **What You Get (Blendid Study)**

**Diploma of Ayurvedic Lifestyle Consultation HLT52615. Cricos Code 0100555**

#### **INTRODUCTION TO AYURVEDIC KNOWLEDGE**

3 Ayurvedic books by Shanti Gowans, namely:

- Ayurveda for Health and Wellbeing
- Ayurvedic Cooking
- Yoga and Ayurveda Dictionary

#### **AYURVEDIC ORAL CARE**

- AyurPure Gum powder
- Copper tongue scraper

#### **HEALTH AND WELLNESS TOOLKIT**

- Dragon balm (roll-on applicator)
- Hatha Yoga book by Shanti Gowans
- Samadhi MP3/CD by Shanti Gowans
- Hatha Yoga MP3/CD by Shanti Gowans
- Yoga for Health and Fitness MP3/CD by Shanti Gowans.

#### **STUDY JOURNAL**

Where you need to record your study hours.

#### **STUDENT CARD**

To enable you to receive concessions on public transport, movies, restaurants and so on, HIA will provide you with a student card. To issue you with a student card, we need your photograph please, as it is a photo ID. If you have not already sent one in, please feel free to email me with an appropriate photo.

#### **STUDENT HANDBOOK**

A PDF of the HIA Student Manual, which outlines RTO responsibilities, Student responsibilities, Student complaints and appeals process, and much more.

The Student Handbook is also available on the HIA website

#### **COURSE MATERIALS**

The rest of your course materials will be delivered online.

As the learning in your Ayurvedic Course is sequential, you must finish the previous course, before the computer will allow you access to the next one.

#### **LIVING AYURVEDA AND YOGA 7/10-day RESIDENTIAL RETREAT**

Change your body, change your mind, change your life. Experience how ayurveda, yoga, meditation and nature can help foster greater mental and emotional balance at Nirvana Wellness retreat Sanctuary. [www.nirvanawellnessretreat.com](http://www.nirvanawellnessretreat.com)

We practice silently in the morning, then we take a walk, or go out into the garden, or have a cooking lesson, or rest, eat delicious food, and chat. After lunch we listen to a talk on Ayurveda, then do an hour's *Yoga nidra*, after which in the free time, we play Scrabble, do mindful art, read, garden, or continue to rest. Some slow, long stretches in the evening, and after a light supper, we spend the evening sitting under the stars or watching a spiritual/health movie.

We encourage you to be generally helpful, committed, and involved in your own evolution and development of body, mind, and spirit and in the futhering of your Alma mater.

- Bhakti yoga. How to love. Humility and devotion in your spiritual endeavours
- Jnana yoga. How to think. Self wisdom, and also in relation to the management of ego, fear, anger, stress, desire
- Karma yoga. How to act. Selfless action and service to all.

Shantiji's work has had a profound impact on thousands of people around the world. Whatever has led to your enquiry, we trust that this information offers you what you are looking for. It is an honour to be able to share this life-changing work with you, and we hope you engage with these courses with Shantiji and her team while they are available.

If you have any questions or need any assistance please contact our support team at [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au)

Many thanks for your time. Please get back to us in a timely manner for all arrangements to be made. We wish you much success on your journey to wellbeing and self-actualisation!

Warmest regards and namaste,

[www.healthinstitute.edu.au](http://www.healthinstitute.edu.au)

[www.shantiyoga.com.au](http://www.shantiyoga.com.au)

[www.nirvanawellbeingretreat.com.au](http://www.nirvanawellbeingretreat.com.au)

## **HIA CORE SERVICES**

Evolutionary Awareness, Education and Action

### **Ayurveda**

The Science of Life

### **Shanti Yoga**

The Exploration and Nurture of Life

Shanti (Sanskrit) - Peace (English)

### **Mindfulness**

The Awareness of Life in the Present Moment  
with interest and kindness

### **Meditation**

Unity of Life

“all Life is One”

### **Community**

Living Peace: Peace in every breath

- Personal Services
  - Training
  - Consultancy
- Gold Coast Centre
- Mountain Retreat Centre

If you'd like to know more about what we offer, what we do, and how we do it,  
please go to the following websites:

[www.shantiyoga.com.au](http://www.shantiyoga.com.au)

[www.healthinstitute.edu.au](http://www.healthinstitute.edu.au)

[www.ayurpure.com.au](http://www.ayurpure.com.au)

[www.nirvanawellbeingretreat.com.au](http://www.nirvanawellbeingretreat.com.au)

## RESOURCES

Sources of inspiration, education, meditation, spiritual guidance

### BOOKS by Shanti Gowans

#### **Abundance**

Cosmic principles and practices for wealth, health and wisdom

#### **An Easy Guide to Meditation**

The journey home to your heart

#### **As a Twig is Shaped**

Yoga education for children

#### **Ayurveda for Health & Wellbeing**

The science of life and the art of healthy living

#### **Ayurvedic Vegetarian Cooking**

The yoga of food, kitchen pharmacy, foundational recipes

#### **Believe in Yourself**

Recognise self-worth. Rebuild self-confidence. Free your spirit.  
Change your life today

#### **Breathe for Health**

Explore the anatomy of conscious breathing. Release stress. Be healthy

#### **Catching Rainbows, Touching Stars**

Inspirational quotations and colouring-in book

#### **Concentration**

The key to success. Acquire practical skills for study and work

#### **Eight Limbs of Yoga**

Transformational practices to awaken your life

#### **Food for Life**

Ayurvedic recipes: Food for health, food as medicine, food to enjoy

#### **For Better not Worse**

Happiness, love and constant enrichment in your relationships

#### **Hatha Yoga for Body, Mind and Spirit**

In two sections: Your favourite yoga asanas. A translation of the *Hatha Yoga Pradipika*.

#### **Healing Yoga**

Yoga for pain relief. Ease head, neck and shoulder stiffness, tension and pain

#### **Healthy Back**

Yoga for pain relief: help your back in crises. Yoga's time-tested approach: The healing potential of the Shanti Yoga signature program to strengthen your back.

#### **Healthy Body**

Structure and function of the human body and the effects of Ayurveda and Yoga practice on it

#### **Hypertension and You**

Drugless, yogic management for high blood pressure

## **I am who I am**

Celebrating and appreciating ourselves and allowing others to join in.

## **Inner Peace Handbook**

Eastern mystical secrets for daily joy and lasting happiness

## **Intimacy, Love, Transformation**

Happiness, love, constant enrichment in relationships

## **Keep Fit while you Sit**

Exercises and yogic practices you can do whilst seated

## **Living Wisdom**

A personal guide. Awaken your life. Trust the universe. Follow your dharma. Create a new world of health and happiness

In 5 parts: • Self empowerment • Personal guide • The story of your life • Your dharma, vision, mission • Self-empowerment practices

## **Making Life Work**

Simple guidelines on goal setting

## **Meditate**

The art and science of meditation for health, wellbeing and selfcare

## **Meditations to Calm the Mind, Discover Inner Peace**

Philosophical principles and transcripts of practices

## **Mindfulness.**

The Art of Conscious Living

## **Peace begins with You**

The power of peacemaking in a challenging world of stress, trauma, anger, aggression. A handbook on meaning, hope and repair

## **Peaceful Warrior, Practising Peace**

Cultivate world peace by victory over war within our hearts and minds

## **Reflections of a Yogi**

Deeper, inspirational philosophical wisdom to refresh your perspective

## **Salute to the Sun, *Surya Namaskara***

The Shanti Yoga™ signature practice of solar vitalisation

## **Sankalpa: Your future is in your hands**

Reflective Journal to manage time, your life and your self

## **Sitting beyond Thinking**

Everything you've ever wanted and needed to know about *Vipassana* meditation, with full reference to the Buddha's teachings of *Maha Satipatthana Sutra*

## **Shanti Yoga Teaching Community Guidelines**

## **Stress Ease**

Shanti Yoga™ signature practices to relax and release pain in your upper back, neck and shoulders

## **The Art of Being...in Business**

Innate leadership, intelligence, bravery and joy in the workplace

## **The Art of Teaching Yoga**

Foundational and inspirational, specially written for teachers of Yoga

**The Best is yet to Be**

Ageing well. A positive yogic perspective to healthy ageing

**The Children's Book of Shanti Yoga™**

Yoga, practices, verses, relaxation, stories

**The Long Search for Meaning**

An introduction to world religions.

**The Yoga Sutras**

Dissertation of Patanjali's sutras

**Yoga and Ayurveda Dictionary**

Fundamentals of Yoga, Ayurveda and Sanskrit, romanised to English.

**Yoga Education for Children**

Manual for teaching Shanti Yoga to children.

**Yoga During Pregnancy**

Mental and physical preparation for a beautiful birth and after.

**Your Future is in your Hands**

Reflective journal to manage your time, your life, your Self.

**SHANTI YOGA™ DVD/ MP4****Beginner's Standing Postures**

Release neck and shoulder tension. Strengthen back muscles with more flexibility. Sun Salutation routine. Finish with deep relaxation

**AUDIO & VIDEO GUIDED PRACTICES On CD/MP3**

by Shanti Gowans

**• Breathe for Health**

Health from within by breathing the body, mind and heart free

**• Calm the Mind and Discover Inner Peace - 4 CD set****• Deep Relaxation and Self Healing - 2 CD set****• Guided Meditations on Mindfulness - 2 CD Course****• Hatha Yoga****• Meditation for Children - of all ages - 2 CD set****• Origins Yearnings Destiny**

Challenge and sweep away limited thinking and attitudes.

**• Samadhi**

Deep relaxation, mental stillness, unified consciousness.

**• Vipassana**

Guided meditation

**• Yoga for Health and Fitness**

## DOWNLOADABLE MP3 SHANTI YOGA GUIDED PRACTICES -

Available on the Shanti Yoga shopping cart

<https://www.shantiyoga.com.au/product-category/cds-dvds/>

Breathe for Health (11 downloadable files)	\$22.00
Deep Relaxation	\$7.70
Embrace The Energy. Two practices	\$22
Transforming the Energy (chakras) 22:31mins	
Transcending the Mind 21:31mins	
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Awareness On Breath 14:05 mins.	
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Meditating On The Void 9:52 mins.	
Sea 9:52 mins.	
Sky 11:05 mins.	
Samadhi – Deep Relaxation.. 1 hour 07 mins	\$22
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Moonbeam 21:28	
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Flowering 14:52	
Tranquility 18:31	
Star. Meditation for children. 20.18 mins	\$11
Unwind at Night	\$7.70
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