



Institute *of* Applied Psychology

Student Handbook

Epiphany Learning Pty Ltd, trading as: Australian Institute of Clinical Hypnotherapy

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Table of Contents

1.1	WELCOME	3
1.2	STUDYING THROUGH AICH	3
1.3	CUSTOMER SERVICE CHARTER	4
1.4	CONTACT DETAILS.....	6
1.5	COURSES PROVIDED BY AICH.....	6
1.6	SELECTION AND ENROLLMENT	9
1.7	COURSE DELIVERY.....	11
1.8	STUDENT SUPPORT SERVICES GUIDE.....	13
1.9	RESOURCES	14
1.10	FEES AND CHARGES AND REFUNDS.....	17
1.11	COURSE FEES AND ADDITIONAL FEES AND CHARGES.....	21
1.12	ADDITIONAL FEES AND CHARGES	21
1.13	RECOGNITION AND CREDIT TRANSFERS.....	23
1.14	RECOGNITION OF PRIOR LEARNING.....	23
1.15	YOUR COURSE AND ASSESSMENT	23
1.16	ACCESS TO YOUR RECORDS.....	25
1.17	ACCESS TO RECORDS PROCEDURE.....	26
1.18	STUDENT PLAGIARISM, CHEATING AND COLLUSION.....	28
1.19	SUPPORT SERVICES.....	28
1.20	YOUR FEEDBACK.....	30
1.21	COURSE INDUCTION.....	30
1.22	STUDENT CONDUCT AND GENERAL HOUSEKEEPING	30
1.23	STUDENT CODE OF CONDUCT	31
1.24	ACCESS, EQUITY AND ANTI-DISCRIMINATION POLICY.....	32
1.25	LEGISLATION AND YOU	34
1.26	COMPLAINTS AND APPEALS.....	36
1.27	COMPLAINTS AND APPEALS PROCEDURE	39
1.28	ISSUING OF QUALIFICATIONS OR STATEMENT OF ATTAINMENT	45
1.29	APPENDICES	46
1.30	LEGISLATION AND POLICIES.....	46
1.31	SAMPLE STUDENT ENROLMENT FORM	Error! Bookmark not defined.
1.32	SAMPLE LETTER OF OFFER.....	Error! Bookmark not defined.
1.33	SAMPLE WRITTEN COURSE COST AGREEMENT	51
1.34	SAMPLE STUDENT CHANGE OF DETAILS.....	52

WELCOME

Welcome and congratulations! We are delighted you have chosen, or are considering choosing, to study with us at the Australian Institute of Clinical Hypnotherapy Pty Ltd (AICH).

AICH is a Sydney-based Registered Training (RTO). Our Head Office is located in the gorgeous tourist destination of the Lower North Shore and our courses are held at Sydney University Campus, Newtown.

Sydney University Campus, Newtown can be reached by train or bus (a ten minute walk from public transport) or easily by car, with close on-street parking. The area is very well lit and accessible.

AICH run courses in Clinical Hypnosis, Strategic Psychotherapy, NLP Practitioner, NLP Masters, Trainer Certificates and Coaching Certificates. We welcome all students whether they are psychologists, counsellors, social workers and those with no prior experience who are looking for a change of career.

Gordon Young established AICH as an RTO in October 2012 after training under the registered name of BEYONDNLP for the previous 19 years. Epiphany Learning encompasses all of Gordon's training companies and hypnotherapy practice.

This handbook will provide you all the information you require to study with AICH. From where to go on your first day to who you can contact in the office with queries, the answers are all here.

STUDYING THROUGH AICH

Studying with the AICH attracts unique benefits and learning experiences. Gordon Young provides optimum training in all aspects of NLP and hypnotherapy, drawing on his twenty years of extensive international training and industry experience.

In the 1990s, Gordon immersed himself in two full years of study and research in an industry where people could gain a qualification in just one weekend. Gordon studied with the world's best at the Milton Erickson Foundation (the founder of modern hypnotherapy) in Phoenix Arizona. On qualifying, he continued his training with world leaders in hypnotherapy including Dr Michael Yapko and Bill O'Hanlon and others, all held in extremely high regard throughout the industry.

Gordon's dedication to hypnotherapy and NLP is evident in his teaching and his very busy private practice, The Mondo Clinic, in Sydney's CBD.

Gordon's passion lies in helping others to make change and in teaching others his skills. He is a regular presenter at conferences and seminars and prides himself on staying up-to-date on all industry research and practice techniques.

AICH offers students the best quality training in a relaxed and welcoming environment. We want you to succeed. Our training will give you:

- ✓ Knowledge
- ✓ Ability
- ✓ Confidence
- ✓ Tools to achieve outcomes
- ✓ A safe learning space
- ✓ Continued support
- ✓ Flexibility
- ✓ Accessibility

CUSTOMER SERVICE CHARTER

Purpose

This customer service charter outlines our commitment to our stakeholders, demonstrating Epiphany Learning's t/a AICH approach to conducting a sound, ethical and quality service.

Statement

Our commitment to you

AICH is focused on meeting the needs of each person and business with which we are involved. We promise to:

- ◆ Develop an understanding of the specific needs of each person and business we work with.
- ◆ Maintain a strong connection to the industries with which we are involved.
- ◆ Be flexible in our approach to dealing with you.
- ◆ Always conduct business in a sound, ethical and fair manner.
- ◆ Employ staff that are appropriately qualified and experienced for their role and who are objective and act with integrity.
- ◆ Protect your rights to privacy.
- ◆ Ensure the accuracy and integrity of the information we keep about you.
- ◆ Always provide you with information on our fees, charges and refunds prior to entering into an agreement with you.
- ◆ Ensure our policies in relation to fees, charges and refunds are fair, clear and transparent.
- ◆ Treat all people fairly and equitably.

1. Management principles

- AICH aims to be the best it can be. To enable this, we:
 - ◆ Have a systematic and planned approach to the management of operations.
 - ◆ Are committed to total quality management and continuous improvement in all aspects of the business.
 - ◆ Provide the opportunity for our stakeholders; including staff, students, employers and industry; to provide feedback on any aspect of our performance at any time.
 - ◆ Collect regular feedback from stakeholders about all aspects of the business.
 - ◆ Use the feedback collected and measures of business performance to identify opportunities for improvement.
 - ◆ Ensure that decision making of senior management is informed by the experiences of our trainers and assessors.
 - ◆ Market and advertise our services with honesty, accuracy and integrity avoiding vague and ambiguous statements.
 - ◆ Foster an environment free from discrimination and harassment.
 - ◆ Apply access and equity principles through all of our systems to promote full and equal participation of all people.

2. Educational guarantee

- AICH is committed to providing quality in training and assessment delivery. We are committed to:

- Providing nationally recognised training that meets the needs and expectations of students and industry.
- Meeting the requirements of the VET Quality Framework and striving to exceed the standards of excellence where possible.
- Delivering courses that are flexible, that meet the needs of a diverse range of students and have a holistic approach to training and assessment.
- Producing graduates who are appropriately trained, skilled and experienced, and who have the skills required by industry.
- Engaging with the industries in which our training and assessment services are provided to ensure that courses remain current, accurate and are reflective of industry requirements.
- Maintaining a supportive learning environment that is conducive to the success of our students, our staff and other clients.
- Ensuring that students and persons seeking to receive clear, accurate and detailed information about our services prior to enrolment in a course.
- Recognising all qualifications and statements of attainment issued by any other Registered Training Organisation (RTO) in Australia, under the Australian Qualifications Framework (AQF).

Related policies

- Quality Assurance Policy
- Information Privacy Policy
- Access, Equity and Anti-Discrimination Policy
- Financial Management Policy
- Record Management Policy
- Marketing and Advertising Policy
- Student Support Policy

Related procedures and documents

- Legislation Guide
- Access to Records Procedure

Document details

Document No. & Name:	<i>Student Handbook 2017 V2.5-10-08-2017.docx</i>
Quality Area	<i>SRTO2015</i>
Responsibility:	<i>RTO Manager</i>
Author:	<i>RTO Advice Group Pty Ltd</i>
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Standards (VQF):	<i>SRTO2015</i>

CONTACT DETAILS

For any enquiries, please contact our head office on 02 9977 7989 or admin@aich.edu.au.

Office hours are Monday to Friday 9am to 5pm EST.

COURSES PROVIDED BY AICH

10450NAT Diploma of Clinical Hypnosis and Strategic Psychotherapy

Course duration: Typically, the course can be completed in one year. Some students may need a longer or shorter amount of time, depending on their capabilities and time available when completing the online and distant learning self-paced assessments.

The program provides participants with the knowledge and skills to perform the following functions associated with Clinical Hypnosis and Strategic Psychotherapy:

- Provide hypnotherapy for client issues including smoking, anxiety disorders, weight loss, habits, pain and physical dysfunction.

Key clients for this course include:

Those who have already qualified in a mental health area, including counselling, psychology, psychiatry, social work, and:

- have an interest in clinical hypnosis
- knowledge of clinical hypnosis
- are suitable for work in clinical hypnosis

Others may wish to:

- change the direction of their current career in a mental health area
- add to or extend their skill set giving them opportunity to broaden services they provide to their clients and add to their current range of analytical and clinical tools.

More information, including fees and charges, can be found in our course information brochure. For a copy of the brochure please email admin@aich.edu.au or call the office on 02 9977 7989.

Purpose

The purpose of this program is to provide participants with a range of knowledge and skills to provide therapy, associated with clinical hypnosis and strategic psychotherapy, for a range of issues including smoking, anxiety disorders, weight loss, habits, addictions, pain, fears and physical dysfunction.

This course:

- Does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification
- Is not a sub-set of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- Does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification.
- Does not comprise modules that duplicate the units of competency of a training package qualification.

<i>Code</i>	<i>Title</i>	<i>Core/ Elective</i>	<i>Pre-requisites</i>
DCHHYP501A	<i>Work within a clinical hypnosis framework</i>	Core	
DCHHYP502A	<i>Prepare for clinical hypnosis session</i>	Core	
DCHHYP503A	<i>Provide clinical hypnosis session</i>	Core	
DCHHYP504A	<i>Monitor and evaluate clinical hypnosis interventions</i>	Core	
CHCLEG003	<i>Implement and monitor compliance with legal and ethical requirements</i>	Core	
HLTWHS300A	<i>Participate in workplace health and safety</i>	Core	
CHCCOM006	<i>Establish and manage client relationships</i>	Core	
HLTAID003	<i>Provide first aid</i> <i>NOTE: this unit is provided by Surf Life Saving Australia</i>	Core	
HLTAAP002	<i>Confirm physical health status</i>	Core	Prerequisite to HLTAAP003
HLTAAP003	<i>Analyse health information</i>	Core	
DCHHYP505A	<i>Develop clinical hypnosis and strategic psychotherapy practice</i>	Core	
DCHSP506A	<i>Apply strategic psychotherapy techniques to clinical hypnosis work</i>	Core	

SUBJECT AND UNIT MATRIX

<i>Subject Competency</i>	<i>Clinical Hypnosis</i>	<i>Professional Practice</i>	<i>Health Units</i>	<i>Strategic Psychotherapy</i>
<i>DCHHYP501A Work within a clinical hypnosis framework</i>	x			
<i>DCHHYP502A Prepare for clinical hypnosis session</i>	x			
<i>DCHHYP503A Provide clinical hypnosis session</i>	x			
<i>DCHYP504A Monitor and evaluate clinical hypnosis interventions</i>	x			
<i>CHCLEG003 Implement and monitor legal and ethical requirements</i>		x		
<i>HLTWHS001 Participate in workplace health and safety</i>		x		
<i>CHCCOM006 Communicate effectively with clients</i>		x		
<i>HLTAID003 Provide first aid</i>		x		
<i>HLTAAP002 Confirm physical health status</i>			x	
<i>HLTAAP003 Analyse health information</i>			x	
<i>DCHHYP505A Develop clinical hypnosis and strategic psychotherapy practice</i>				x
<i>DCHSP506A Apply strategic psychotherapy techniques to clinical hypnosis</i>				x

SELECTION AND ENROLLMENT

AICH accepts applications from all students who meet the entry requirements published in the course information. Applications are accepted in order of receipt. If the course you request is at capacity, you will be offered the next course available.

To apply for a course, you must complete a Student Information Form. This form can be requested by calling our office on 02 9977 7989 or by email admin@aich.edu.au.

You will need to provide documentary evidence if you are applying for advanced standing in a course. For more information on advanced standing and recognition of prior learning, refer to the section in this Student Handbook on Recognition and Credit Transfer and also Recognition of Prior Learning.

Send your completed Student Information Form and all supporting documents to admin@aich.edu.au with your non-refundable application fee of \$3,999. On receipt, our office will contact you within two working days.

On approval of your application, you will be sent an agreement that sets out the Terms and Conditions of your enrolment and all the details of the course that you have enrolled in. You will also receive a tax invoice with your payment schedule. You will need to sign and return the Terms and Conditions to confirm your enrolment.

USI PROCEDURE

All students partaking in a nationally recognised training are required to have a Unique Student Identifier. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

To obtain a USI, students must follow these steps:

STEP 1: Have at least one form of ID ready: Driver's License, Australian Passport, Medicare Card, Birth Certificate, Visa (with non-Australian Passport), Immigration Card or Citizenship Certificate.

STEP 2: Have personal contact details ready: Address, email, phone number etc.

STEP 3: Visit usi.gov.au and click on 'Create a USI'.

STEP 4: Agree to the terms and conditions and follow the steps.

STEP 5: Record the unique code and keep it somewhere safe.

STEP 6: Use this code when you enrol.

ENTRY REQUIREMENTS

The course is aimed at applicants who have already qualified in a mental health area as listed above and have

- an interest in clinical hypnosis
- knowledge of clinical hypnosis, and
- are suitable for work in clinical hypnosis

Others may wish to

- change the direction of their current career in a mental health area
- add to or extend their skills giving them the opportunity to
 - broaden the services they provide to their clients and
 - add to their current range of analytical and clinical tools

As a VET level course it comprises some theory but mainly focuses on practical requirements in clinical hypnotherapy. As such it would suit those returning to study after an extended break from completing qualifications many years previously.

1. A successful applicant would

- have a background in a relevant field such as counseling, sociology, psychology, behavioural sciences, mental health or similar or
- have a relevant qualification in one of these fields or
- be considered a mature age applicant or
- have a minimum of 8 years work experience in the workplace or
- have been responsible for the care and support of a range of clients who would benefit from clinical hypnosis and strategic psychotherapy services.

2. Applicants are expected to have:

- a computer and internet facilities and adequate computer literacy skills, access to the internet and be able to log on and use the Institute's online computer learning portal
- access to clients for practice sessions (this may include family or friends)
- language, literacy and numeracy skills required to undertake a diploma level qualification. As a guide the literacy and numeracy competencies should be equivalent to National Reporting System (NRS) Level 4.

It is expected that students who have completed an Australian High School Certificate or higher and have been engaged in the workforce for a minimum of two years would have attained a minimum National Reporting System (NRS) Level 4 (From the Australian Core Skills Framework); requiring that students are generally able to independently participate in training and work programs but may need assistance with specialised texts or reports.

Course Outcomes

The Diploma of Clinical Hypnosis and Strategic Psychotherapy is designed to be an entry level qualification in hypnotherapy (refer to employability skills).

The qualification provides the skills for employment as a self-employed clinical hypnotherapist and strategic psychotherapist or in a clinic setting that employs a range of practitioners.

Students who successfully complete the course are eligible for clinical membership of an appropriate professional association such as the Australian Hypnotherapy Association (AHA)

AQF Diploma Level V

10450NAT: Diploma of Clinical Hypnosis and Strategic Psychotherapy is an accredited course.

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

Knowledge: Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.

Skills: Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods, tools, materials and information to:

- analyse information to complete a range of activities
- provide and transmit solutions to sometimes complex problems
- transmit information and skills to others.

Knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgment and defined responsibility in known or changing contexts and within broad but established parameters. Knowledge outcomes for the Diploma of Clinical Hypnosis and Strategic Psychotherapy are consistent with the AQF level V with graduates gaining technical and theoretical knowledge in a specific area of work and learning that they can to apply in a broad range of contexts and undertake advanced skilled or paraprofessional work and as a pathway for further learning.

The cognitive/knowledge outcomes of the course are summarised as follows:

Cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources e.g. identifying underlying principles and practices of a range of therapeutic approaches in order to work effectively with clients.

Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements e.g. identifying underlying issues and strategies to deal with such.

Specialist technical and creative skills to express ideas and perspectives such as identifying client strengths to promote self sufficiency and independence.

Communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge e.g. identifying tasks to assist the client to resolve issues.

Graduates of the Diploma of Clinical Hypnosis and Strategic Psychotherapy will demonstrate the application of knowledge and skills as follows:

With depth in some areas of specialisation in known or changing contexts e.g. hypnosis for a range of common presenting issues.

To transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations e.g. application of strategic psychotherapy in a clinical hypnosis setting.

With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality e.g. preparing for and conducting a session with a client.

With initiative and judgment to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters e.g. working with others in a practice setting.

COURSE DELIVERY

Face to face training is conducted in four-day blocks (7 hours per day over 4 days = 28 hours per block), once a month over six months (i.e. 6 blocks of 28 hours = 168 hours face to face).

Eight hours face to face is also available through a 3rd party agreement for HLTAID003 Provide First Aid –refer below.

Self-paced learning

After each face to face session and the final session students are involved in self-paced learning in the form of distant learning and online learning.

Assessments are submitted when students complete them. Assessment marking and feedback can take up to 3 weeks but is often much shorter. As there is only one assessor for the hypnotherapy units and one for the health units, assessment feedback can take up to six weeks depending on the quantity of submission and this varies from week to week.

It is planned that as student numbers increase a second assessor will be added to reduce marking time to 3 weeks. Self-paced learning includes:

- Distant learning is ongoing between the face to face blocks and after the final block. Depending on the candidate's rate of learning, time available and ability to absorb new concepts and transfer them into practice, the amount of time will vary from one student to another. Typically the range of time would be 9 to 12 months but students can request extension to approximately 15 months where needed and agreed by the head trainer. The weekly commitment will vary between 20 and 25 hours to complete the learning materials provided and practice sessions between the face to face blocks and after the final block. It also includes time of research, reading, practicing techniques and documentation/report writing. Over a 10 month to 12 month period the distant learning/online component would be about 800/1200 hours.

NOTE: Depending on ability and learning styles some students may complete the course in less or more time –refer to access and equity. Students who need longer than the 12 months may seek an extension from the head trainer.

Epiphany Learning has negotiated a 3rd party arrangement with the Australian Lifesaving Academy NSW (ALA-NSW), an RTO, to deliver HLTAID003 Provide First Aid –refer to 3rd part agreement. The following is a summary only of key points:

ALA- NSW

- Maintains adequate public liability insurance
- Provides each AICH student with course notes, manuals and supplementary delivery materials
- Provides accredited (TAE and FHLTAID003 minimum required) and experienced trainer/assessors
- Print the required Statement of Attainment for the Unit of Competency for each student
- Cost OF THIS UNIT IS INCLUDED IN THE COST FOR THE COURSE
- Provides training at a location specified by AICH

STUDENT SUPPORT SERVICES GUIDE

Should you require additional support during the term of your course, please advise your Trainer / Assessor who will endeavor to refer you to an appropriate support service. Epiphany Learning t/a AICH offers a training support service available all students who have any questions or difficulties regarding their current training or employment as well as their future career development. The service aims to provide students with the information they need to help their own academic and career path. Our staff can assist you with questions regarding training and career pathways and opportunities, personal development opportunities, work placement and/or any other training / industry related questions.

This service offers practical answers to most of the questions and challenges faced by students in relation to their training and/or career. We are here to help and will always try to source the information you need to feel supported or refer you to an appropriate internal or external service if required.

We will respect your right to privacy. Any information disclosed will remain strictly confidential.

For our Support Services call 02 9977 7989 during office hours from Mon-Fri 9.00am - 5.00pm

1. External support services

Reading and Writing Hotline

Telephone: 1300 655 506

Website: <http://readingwritinghotline.edu.au/learners/>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021

Website:

<http://www.humanservices.gov.au/customer/enablers/approved-courses>

You may be eligible for funding assistance if you receive one of the following:

- Pensioner Supplement Allowance
- AUSTUDY
- Youth Allowance

Australian Apprenticeship Centre's (AAC)

Telephone: 13 38 73

Website: <http://australianapprenticeships.gov.au>

Australian Apprenticeship Centre's handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your AAC about this now.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support

services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Kids Help Line

Telephone: 1800 55 1800 Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia

Telephone: 1300 799 675 Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

RESOURCES

Training Materials

- Training materials included in the delivery of the course:
- Essentials of Hypnosis; Michael D Yapko
- Internally developed PowerPoint presentations
- A Clinician's Guide to Strategic Psychotherapy Gordon R Young
- The Discriminating Therapist: Asking "How" Questions, Making Distinctions, an Finding Direction in Therapy; Michael D. Yapko, PhD
- HLTWHS001 – Participate in workplace health and safety Learner guide. Aspire Learning Resources
- Handouts –e.g. AICH_WHS Manual_V1.0_090315, student task instructions, transcripts from video/DVDs, Hazard Inspection Checklist, Client Intake Form, Professional Development Plan Template.

Other Text books that would be suitable:

- Erickson, Milton, Healing in Hypnosis, Irvington Publishers, 1983,
- Gilligan, Stephen G., Therapeutic Trances, Brunner Mazel, Inc., 1987,
- My Voice Will Go with You: The Teaching Tales of Milton H. Erickson Sidney Rosen.

Assessment Materials

Assessments use a variety of methods including observations, projects, case studies, role-plays and short answer questions –refer to assessment mapping documents for the full range of assessment methods.

Some units have been clustered to ensure 'real world' assessments.

For each unit, topic or module, the following documents have been prepared:

- Assessment Task Booklet
- Marking Guide and Guide to the Assessor

Libraries

There are many libraries in and around Newtown that are easily accessible to students and all have access for those with a disability.













The local library in Newtown is well kept and up to date including "a good sized collection of books on a wider range of contemporary issues and topics..." review from <http://www.yelp.com/biz/newtown-library-newtown>
















Further, the location in Sydney University Village is in close proximity to

- Sydney University Fisher Library in the Camperdown university campus and the Health Sciences branch in Lidcombe
- UTS Blake Library in the Broadway campus near Central

Sydney network of Libraries

There are many libraries in and around Newtown that are easily accessible to students including access for those with disabilities.

Branch	Contacts	Opening hours
<p> Newtown</p>	<p> 8-10 Brown Street Newtown NSW 2042</p> <p> 02 8512 4250</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday and Wednesday: 10am to 7pm • Tuesday: 10am to 6pm • Thursday and Friday: 10am to 5pm • Saturday and Sunday: 11am to 4pm • Closed on public holidays
<p> Pyrmont (Library link)</p>	<p> Corner John and Mount Streets Pyrmont NSW 2009</p> <p> 02 9242 8555</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday to Thursday: 9am to 9pm • Friday: 9am to 6pm • Saturday: 10am to 4pm • Closed on Sundays and public holidays
<p> Surry Hills</p>	<p> 405 Crown Street Surry Hills NSW 2010</p> <p> 02 8374 6230</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday: 10am to 6pm • Tuesday: 10am to 8pm • Wednesday: 10am to 6pm • Thursday: 10am to 9pm • Friday: 10am to 6pm • Saturday and Sunday: 10am to 4pm • Closed on public holidays

<p>● Glebe</p>	<p> 186 Glebe Point Road (Corner Wigram Road) Glebe NSW 2037</p> <p> 02 9298 3060</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday and Wednesday: 9am to 7pm • Tuesday, Thursday and Friday: 9am to 6pm • Saturday: 10am to 4pm • Closed on Sundays and public holidays.
<p>● Green Square</p>	<p> 100 Joynton Avenue Zetland NSW 2017</p> <p> 02 9288 5010</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday to Friday: 10am to 6pm • Saturday: 10am to 4pm • Closed on Sundays and public holidays
<p>● Haymarket</p>	<p> 744 George Street Sydney NSW 2000</p> <p> 02 8019 6477</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday to Friday • 8.30am to 6pm • Saturday: 10am to 4pm • Closed on Sundays and public holidays
<p>● Waterloo</p>	<p> Waterloo Town Hall 770 Elizabeth Street Waterloo NSW 2017</p> <p> 02 9288 5688</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday to Thursday: 10am to 6pm • Friday: 10am to 5pm • Saturday: 11am to 4pm • Sunday: Closed • Closed on public holidays
<p>● Ultimo</p>	<p> Level 1, Ultimo Community Centre 40 William Henry Street Ultimo NSW 2007</p> <p> 02 9298 3110</p> <p> library@cityofsydney.nsw.gov.au</p>	<ul style="list-style-type: none"> • Monday and Tuesday: 10am to 6pm • Wednesday: 10am to 7pm • Thursday and Friday: 10am to 6pm • Saturday and Sunday: 12pm to 4pm • Closed on public holidays

FEES, CHARGES & REFUNDS

Purpose

Through this policy, Epiphany Learning T/A AICH ensures that all clients are aware of the fees and charges associated with enrolment in a course and/or service with AICH. This policy provides the guidelines for the eligibility and assessment of refunds.

AICH ensures the protection of all fees and aims to provide clear and accessible information to students about fees and charges prior to and throughout their enrolment and/or other involvement with AICH.

Policy

1. Information about and agreement to fees and charges

- 1.1 Students and persons seeking to enroll in a course with AICH are advised of all fees and charges associated with a course, including course fees, administration fees, materials fees and any other charges on the relevant student information and enrollment documents.
- 1.2 Organisations and other clients seeking to enter into a service agreement with AICH will be notified of the fees and charges associated with the agreement in information and proposals provided to them prior to entry into the agreement.
- 1.3 The information provided to each prospective student and/or client will include:
 - ◆ The total amount of all fees including course fees, administration fees, materials fees and any other charges.
 - ◆ Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit and administration fees and any fees and charges for additional services.
 - ◆ This Fees, Charges and Refund Policy.
- 1.4 All students will be required to sign a Written Agreement at the time of enrolment which outlines the total course fees, payment terms and conditions and schedule of payments applicable to their course. The Written Agreement is designed to provide clear and concise information to the student about applicable fees and charges, provide options for payment as well as outlining the terms and conditions of the enrolment.

2. Fees in advance

- 2.1 AICH offers several payment options. In some instances, AICH collects fees in advance for services not yet provided to students at various intervals throughout the course and in accordance with the course's relevant payment schedule. To ensure the protection of fees paid in advance, AICH holds current membership of an approved tuition Assurance Scheme, Australian Council for Private Education and Training (ACPET) in NSW.

3. What do student fees cover?

- 3.1 Unless otherwise specified, course fees include the cost of all compulsory training and assessment materials. Any optional textbooks and materials that may be recommended but not required for completion of the course, are not included in course fees and will be an additional cost should the student wish to purchase such materials.
- 3.2 All course fees include up to three (3) attempts at assessment per unit. Where an additional assessment is required in order to achieve competency, AICH reserves the right to charge a student an additional re-assessment fee in accordance with the fee table provided on the relevant Written Agreement.

- 3.3 For reissuing of a qualification testamurs, record of results or Statement of Attainment, an additional fee will be incurred at the rate of \$69 per document.

4. Terms and methods of payment

- 4.1 Depending on the course you have enrolled in, your fees can be charged in instalments. An initial deposit of \$3,999 is to be paid, followed by either,
- i) Balance paid in full two weeks prior to start of the course.
 - ii) Six equal monthly installments with the first being due no later than the first day of the first module. This option attracts an administration fee.
 - iii) *TEN equal monthly instalments with the first being due no later than the first day of the first module. This option attracts an administration fee.*

It is important that you pay your fees on time to maintain your enrolment. If you are having difficulty with keeping up with payments, you must contact us at admin@aich.edu.au. AICH accepts the following methods of payment – credit card, payment plan (Direct Debit) and direct bank transfer.

5. Direct debit payments

- 5.1 Where the payee has indicated on their payment agreement that fees are to be paid by direct debit, this option is only valid where the Client Information Form is accompanied by a Ezi Debit Request Form. The Client Information Form must be appropriately and accurately completed and in line with the approved direct debit payment schedules. Where an Ezi Debit Request Form has not been provided, the payee will be issued an invoice, which is to be paid within fourteen (14) days. It is the payee's responsibility to ensure that AICH receives an accurate and completed Ezi Debit Request Form in order to take up the direct debit payment option.
- 5.2 Ezi debit request forms must indicate payment terms according to one of the approved direct debit payment schedules provided on the payment agreement.
- 5.3 Where a default occurs in direct debit payments due to insufficient funds or otherwise, AICH will contact the payee to make alternative arrangements for payment. AICH reserves the right to refuse a payee the option to pay by direct debit where there have been two or more defaults on payment during a direct debit term.

6. Credit card payments

- 6.1 Credit card payments can be made over the phone by calling 02 9977 7989 and quoting your invoice number or by completing the remittance slip and posting it to our office at the address shown on your invoice.

7. Issuance of qualifications

- 7.1 In accordance with its Qualifications and Statements Issuing Policy AICH reserves the right to withhold the issuing of qualifications, records of results and statements of Attainment until all fees have been paid. For trainees and/or apprentices registered in Queensland only, a qualification and statement of results will be issued within 21 days of completion of the course and non-payment will not withhold a qualification from being issued.

8. Late payment

- 8.1 Where a student is more than forty (40) days overdue with payments, AICH reserves the right to suspend training services until payment is made to bring fees up to date

8.2 For long-term outstanding amounts, AICH utilises the services of a debt recovery agency to ensure the collection of all fees.

9. Refunds – Fee for Service students

9.1 All course fees include a non-refundable deposit and/or enrolment fee. This amount is specified on all course information about fees and charges and you will be asked to sign that you understand this on your enrolment form. The enrolment fee is non-refundable except in the instance where AICH is required to cancel a course due to insufficient numbers or for other unforeseen circumstances.

9.2 Students, who withdraw from a course and wish to seek a refund or have the amount they owe on their fees reduced, must apply to AICH in writing, outlining the details and reason for their request. Students who have not completed a withdrawal form are not eligible for consideration of a refund or reduction in fees.

9.3 Eligibility for a refund will be assessed based on the services provided to the student and the costs incurred by AICH in order to provide those services to the student.

9.4 The outcome of the refund assessment will be provided by written notice to the student's registered address, outlining the decision and reasons for the decision along with any applicable refund or adjustment notice.

10. Cancellation of Enrolment – Students may cancel their enrolment when they are;

- a. More than four weeks prior to the first day of the course with only a \$100 administration charge.
- b. Less than four weeks and more than two weeks prior to the first day of the course, you will be charged fifty percent (50%) of the agreed course price.
- c. Less than 2 weeks prior to the first day of the course, you will not be entitled to any refund and will be required to pay any remaining amounts outstanding in full.
- d. Deposits for courses are non-refundable.
- e. Any request for a refund must be made in writing to the RTO Manager at the address detailed previously or by email to admin@aich.edu.au. Students should state their reasons for requesting a refund and attach any relevant documentary evidence such as a medical certificate.
- f. You will be advised of the outcome of your request for a refund in writing within seven working days. All refunds will be paid within five days of this advice.
- g. In unforeseen circumstances, where AICH is unable to provide the course or where the numbers of students enrolling are insufficient to run the course, course fees will be refunded in full. Enrolled students will be contacted and will be offered a place in an alternative course or a full refund. In this instance, if an enrolled student elects to receive a refund, there is no need to request a refund in writing. A full refund will be made within five days of informing the enrolled student that the course will not be offered. Students who elect to enrol in another course will have their enrolment automatically transferred and a new Agreement and Tax Invoice will be provided to the student.

Related policies

- Customer Service Charter
- Information Privacy Policy
- Financial Management Policy
- Record Management Policy

Related procedures, forms and documents

- Student Handbook
- Enrolment Form

Document details

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Standards (VQF):	SRTO2015

COURSE FEE TABLE AND ADDITIONAL FEES AND CHARGES

Code	Module Title	Tuition Fees	Materials Fees	Admin Fees	Total Due
DCHHYP501A	Work within a clinical hypnosis framework	\$1,500	Inc.	Inc.	\$1,500
DCHHYP502A	Prepare for clinical hypnosis session	\$1,500	Inc.	Inc.	\$1,500
DCHHYP503A	Provide clinical hypnosis session	\$1,500	Inc.	Inc.	\$1,500
DCHHYP504A	Monitor and evaluate clinical hypnosis interventions	\$1,500	Inc.	Inc.	\$1,500
CHCLEG003	Implement and monitor compliance with legal and ethical requirements	\$350	Inc.	Inc.	\$350
HLTWHS300A	Participate in workplace health and safety	\$250	Inc.	Inc.	\$250
CHCCOM006	Establish and manage client relationships	\$350	Inc.	Inc.	\$350
HLTAID003	Provide first aid NOTE: this unit is provided by Surf Life Saving Australia	\$150	Inc.	Inc.	\$150
HLTAAP002	Confirm physical health status - Prerequisite to HLTAAP003	\$395	Inc.	Inc.	\$395
HLTAAP003	Analyse health information	\$700	Inc.	Inc.	\$700
DCHHYP505A	Develop clinical hypnosis and strategic psychotherapy practice	\$800	Inc.	Inc.	\$800
DCHSP506A	Apply strategic psychotherapy techniques to clinical hypnosis work	\$3,000	Inc.	Inc.	\$3,000
TOTAL COURSE		\$11,995			

PAYMENT SCHEDULE: \$3,999 non-refundable deposit plus, either; 1. Balance paid in full 2 weeks prior to start of the course; 2. SIX equal monthly instalments with the first being due no later than the first day of the first module; 3. TEN equal monthly instalments with the first being due no later than the first day of the first module.

COURSE REFRESHER

Course	Tuition Fee	Materials Fees	Administration Fees	Total Due	Payment Schedule
Resit Full Course	\$1500	Inc.	Inc.	\$895	Full payment required prior 1 st day of course
Resit per Module	\$495	N/A	N/A	\$495	Full payment required prior to 1 st day of course
Re-Print of Testamur	\$69	Inc.	Inc.	\$69	Full payment required prior to reprint

ADDITIONAL FEES AND CHARGES

<p>Re-assessment All course fees include up to three (3) attempts at assessment per unit. Where an additional assessment is required in order to achieve competency, this additional re-assessment fee will be charged per additional assessment.</p>	\$129
<p>Re-issuing of testamur and statements of results (All course fees include the cost for issuing of one A4 copy of the course certificate and record of results. This fee applies to each additional copy of a certificate and/or record of results). A3 Version of Course Certificate (not included in cost of course fees).</p>	\$69 \$69
<p>Extensions for Assessments 6 month extension (all assessments) 3 month extension (all assessments) 6 month extension (one assessment only) 3 month extension (one assessment only)</p>	\$500 \$300 \$99 \$69

RECOGNITION AND CREDIT TRANSFERS

Recognition of qualifications and statements of attainment issued by another RTO

Under recognition arrangements, any existing qualifications or statements of attainment that you have from another RTO and that directly match the units in the course you are enrolling in, will result in credit towards your course, saving you both time and money. All you need to do is to indicate on your enrolment form that you wish to apply for course credit and provide a certified copy of your qualification including a record of results or your statement of attainment. There is no charge for this service.

Credit transfer

You can also receive course credit for credit transfer which will be awarded for qualifications or Statements of Attainment that include unit/s that are not a direct match but align with the content from the units within the course that you are applying for. For example, some qualifications or Statements of Attainment may contain units that are from an older version of a Training Package but the content is considered equivalent. Students should indicate on the enrolment form that they are seeking course credit and provide certified copies of qualifications, including a record of results or a statement of attainment. There is no charge for credit transfer.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) offers you course credit for the skills and knowledge that you have gained through your work, qualifications and life experience, as well as training that you have completed that is outside formal training arrangements.

AICH has a process that has been structured to minimise the time and cost to applicants and provides a supportive approach to students wishing to take up this option. The AICH RPL kit is designed for students to document their competence against the performance criteria, knowledge evidence and skills evidence of units of competency with the diploma. You should ideally apply for RPL at the time of enrolment but you may also apply up to two weeks into your course.

If you choose to apply for RPL, you will be provided with a kit that will assist you in deciding whether you want to apply for RPL and that helps you to collect all of the evidence you will need to provide in order for us to assess your application. A trainer/assessor will also be available to assist you. Fees are applicable for recognition of prior learning and you will be advised of these fees on contacting us about an application for RPL.

For more information about submitting an application for RPL, contact us at admin@aich.edu.au.

YOUR COURSE AND ASSESSMENT

Our course information brochures include the details of how we deliver the training to you. We offer classroom based training, as well as the assessment methods that will be used to assess whether you have reached the required standard of performance. Assessment methods vary depending on the course but usually include a variety of methods including observations, projects, case studies, role-plays and short answer questions. Some units have been clustered together for assessment.

Assessment

At the beginning of your course, your trainer/assessor will discuss the assessments that you are required to pass, as well as the timing of the assessments throughout your course, including when assessment will be provided to you and dates for submission in the case of written assessments or projects. You will also be informed of the *criteria* against which you will be assessed.

Detailed student instructions are provided with each assessment and your assessor can also assist you with any questions you have in relation to completing your assessments.

By submitting your assessments via email from your own personal email account, you declare that your submission is your own work.

Your assessment will be assessed, as either Competent (C) or Not Yet Competent (NYC) and you will need to pass all assessments in a unit to achieve an overall outcome of Competent. If you are found Not Yet Competent for one or more of your assessments, you can have three further attempts to complete the assessment and pass. However, if you are still not assessed as Competent, you will need to redo the unit that you have not passed. This will incur a fee as identified in the fees and charges information. If you do not agree with the assessment decision, you can lodge an assessment appeal as described below.

Reasonable adjustment in assessment

Some students may need modifications to assessments – this is called Reasonable Adjustment.

Reasonable Adjustment can involve:

- Making training resources and methods accessible e.g. providing learner workbooks in an audio format.
- Adapting physical facilities, environment and/or equipment e.g. setting up hearing loops.
- Making changes to the assessment arrangements e.g. more time allowed for assessments.
- Making changes to the way evidence for assessment is gathered e.g. written questions asked orally

Appealing assessment decisions

If you are not satisfied with the decision made on your assessment, you can appeal the assessment decision. Formal assessment appeals should be in writing and made attention to the RTO Manager. Include as much information as you can about your reasons for being unsatisfied with the assessment decision and if possible, let us know how you would like the matter resolved. We will get back to within five days of receipt of your assessment appeal and attempt to resolve the matter within 20 days. On receipt of your appeal, we may contact you for further information and we may ask you to attend a face-to-face meeting. You are welcome to bring another person with you to this meeting for support.

Where a review of your appeal identifies that the assessment decision was unfair or incorrect, we will organise for another qualified trainer/assessor to remark your assessment. You will be advised of the outcome of the remark within 20 days.

Where a review of your appeal supports the original assessment decision, you will be advised of this including the reasons for the decision. If you are still not happy with the decision, you may make a complaint to the Australian Skills Quality Authority (ASQA). Details of how to make a complaint can be found at <http://www.asqa.gov.au/complaints/make-a-complaint--domestic-students/before-you-make-a-complaint--domestic-students.html>

ACCESS TO YOUR RECORDS

You may access or obtain a copy of the records that AICH holds about you at any time. This includes personal information and records of participation and progress.

If you want to access or obtain a copy of records, you must make a request in writing to the RTO Manager using the Access to Records Request Form. There is no charge to access your records.

Within 10 days of receiving a request, you will be advised that they you may either access the records in person or that the requested records will be sent to your home address.

Where access is provided to review the contents of a file, photo ID will be required to ensure that the person viewing the file is the student. Access will occur in the presence of an AICH staff member. Where copies of records are to be provided via post, records will only be sent to the home address AICH holds on file for the student.

A student may request a Record of Results at any time via email or phone without using the Access to Records Request Form.

Access to records may be provided by:

- making copies of documents held in a file;
- giving access to the student to review their file;
- providing a copy of an up-to-date Statement of Attainment; or
- other means necessary to grant access to current and up-to-date records.

Amendment to records

If a student considers the information that AICH holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.

Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

ACCESS TO RECORDS PROCEDURE

Purpose

To outline the process to be followed to request and provide students and clients with access to the records held about them.

Procedure

Student/client access to records

	Steps	Responsibility
	<p>Student or client makes request to access records.</p> <ul style="list-style-type: none"> ◆ Requests for access to records must be made in writing using the 'Access to Records Request Form' giving at least 10 days' notice. ◆ Written requests should be sent to: <ul style="list-style-type: none"> ○ Epiphany Learning t/a AICH RTO Manager. admin@aich.edu.au ○ There is no charge for access to personal information that AICH holds; however, a fee of \$0.30 per page applies to photocopies 	Student/Client
	<p>Advise the student/ client of the process to be followed to provide access to records.</p> <ul style="list-style-type: none"> ◆ The student/client will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving the written request. ◆ Access to records may be provided by: <ul style="list-style-type: none"> ○ making copies of documents held in a file; ○ other means necessary to grant access to records. ○ Make note of request in Axcelerate. 	Administration Officer
	<p>File the request.</p> <ul style="list-style-type: none"> ◆ The request form and notes about how access to records was provided, is to be filed in the student/ client file. 	Administration Officer

Disclosure of information

	Steps	Responsibility
	<p>Record a note of the disclosure of information to external parties, in the record containing the disclosed information.</p> <ul style="list-style-type: none"> ◆ Appropriate records must be kept of disclosure of information to external parties in accordance with the policy related to this procedure. ◆ Where information is required to be disclosed to an external party in the below instances, include a note of the disclosure in the record containing the information. ◆ the individual concerned has given written consent; <ul style="list-style-type: none"> ○ AICH believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person; ○ the disclosure is required or authorised by or under law; or ○ the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue. 	Administration Officer

Related policies

- Information Privacy Policy

Related procedures, forms and documents

- Access to Records Request Form

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STUDENT PLAGIARISM, CHEATING AND COLLUSION

AICH has a no tolerance policy for plagiarism, cheating and collusion. Students are expected to act with integrity at all times and only submit work that is their own or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work.

When you submit your assessments, you will be required to sign a declaration that the work provided is your own and that you have not cheated or plagiarised the work or colluded with any other student/s.

Where a student is suspected of plagiarising, cheating or colluding, AICH will take the necessary steps to detect if plagiarism, cheating or colluding has occurred by comparing work with electronic reference materials, internet resources and the work of other students, using electronic plagiarism detection software, comparing work against various academic databases and referring to our plagiarism register or any other appropriate method.

If you are found to have plagiarised, cheated or colluded, you will be given an opportunity to respond to the allegations. If you are found to have plagiarised, cheated or colluded, we will be required to take disciplinary action, which is likely to require you to re-sit the assessment.

SUPPORT SERVICES

It is expected that students who have completed an Australian High School Certificate or higher and have been engaged in the workforce for a minimum of two years would have attained a minimum National Reporting System (NRS) Level 4 (From the Australian Core Skills Framework); requiring that students are generally able to independently participate in training and work programs but may need assistance with specialised texts or reports.

ACSF Performance Variables Grid			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
Works independently and initiates and uses support from a range of established resources	Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting

From Australian Core Skills framework

Learning	Reading	Writing	Oral Communication	Numeracy
<ul style="list-style-type: none"> Actively seeks view of others in relation to a problem Organises own workplace training plan Accesses and scans internet sites to evaluate for research 	<ul style="list-style-type: none"> Reads various reports on one event and analyses opinions Compares and contrasts texts on a contentious issues 	<ul style="list-style-type: none"> Write a book review Documents a detailed action plan Writes complex work instruction 	<ul style="list-style-type: none"> Provides feedback to trainee Facilitates team discussions Determines client requirements for a brief Negotiates a process to complete a group activity 	<ul style="list-style-type: none"> Uses calculator to compare repayments on an item Prepares detailed budget Uses ratios to make up a mixture

Literacy

We are committed to ensuring that you get all the support you need to be successful in your studies. You may not have studied for a while and or you might need help with study skills.

Your support needs can also be discussed during the induction to your course.

Services that we can offer to you include:

- One to one support from our trainers/assessors including providing you with their email contact details
- Study groups where you can work with your fellow students.
- Referral to relevant external services.

Contact us at admin@aich.edu.au to discuss your support needs.

Resources

Training Materials

- Training materials included in the delivery of the course:
- Essentials of Hypnosis; Michael D Yapko
- Internally developed PowerPoint presentations
- A Clinician's Guide to Strategic Psychotherapy Gordon R Young
- The Discriminating Therapist: Asking "How" Questions, Making Distinctions, and Finding Direction in Therapy; Michael D. Yapko, PhD
- HLTWHS001 – Participate in workplace health and safety Learner guide. Aspire Learning Resources
- Handouts –e.g. AICH_WHS Manual_V1.0_090315, student task instructions, transcripts from video/DVDs, Hazard Inspection Checklist, Client Intake Form, Professional Development Plan Template.

Other Text books that would be suitable:

- Erickson, Milton, Healing in Hypnosis, Irvington Publishers, 1983,
- Gilligan, Stephen G., Therapeutic Trances, Brunner Mazel, Inc., 1987,
- My Voice Will Go with You: The Teaching Tales of Milton H. Erickson Sidney Rosen.

Assessment Materials

Assessments use a variety of methods including observations, projects, case studies, role-plays and short answer questions. Some units have been clustered to ensure 'real world' assessments. For each unit, topic or module, the following documents have been prepared:

- Assessment Task Booklet
- Marking Guide and Guide to the Assessor

Online resources

AICH online student learning delivers tutorial style lessons that can be accessed at any time by student as an additional support to existing learning materials.

Libraries

There are many libraries in and around Newtown that are easily accessible to students and all have access for those with a disability.

The local library in Newtown is well kept and up to date including 'a good sized collection of books on a wider range of contemporary issues and topics...' review from <http://yelp.com/biz/newtown-library-newtown>

Further, Sydney University Village is in close proximity to:

- Sydney University Fisher Library in the Camperdown university campus and the Health Sciences branch in Lidcombe
- UTS Blake Library in the Broadway campus near Central
- For details and locations of other libraries in the local area, please contact library@cityofsydney.nsw.gov.au

Sample resource internet sites:

Numerous sites exist that can assist students in their research. A few include:

<http://www.webmd.com/anxiety-panic/guide/mental-health-hypnotherapy>

<http://Hypnotherapyinstitute.com>

<http://hypnotherapy.net>

<http://minddisorders.com/Flu-Inv/Hypnotherapy.html>

<http://www.nationalhypnotherapysociety.org/>

A search for 'hypnotherapy' and 'hypnosis' will produce numerous possible resources for students including 'how to' videos on techniques.

YOUR FEEDBACK

Your feedback is important to us and assists in ensuring that our services meet your needs. Please help us by completing the surveys that are provided to you by your trainer/assessor throughout your course.

We also welcome feedback from you at any time by email: admin@aich.edu.au or call: 02 9977 7989.

COURSE INDUCTION

On the first day of your course, you will be provided with an introduction to your course (course induction). The induction will provide you with specific details about your course study requirements, important dates and an opportunity to meet our staff and the other students in your course.

The induction will also provide you with important information about health and safety including emergency evacuation procedures and incident reporting (see section in this handbook on health and safety), as well as a range of other important matters relating to your rights and responsibilities as a student. These are covered in the section on Legislation in this Handbook.

The induction also provides an opportunity for you to ask questions and to discuss your support needs or to arrange a private appointment to discuss these needs.

General housekeeping arrangements are also discussed as stated in the section below.

STUDENT CONDUCT AND GENERAL HOUSEKEEPING

As a student with AICH we expect a certain standard of behaviour from you that includes:

- Being committed and motivated with regard to your learning
- Demonstrating a positive attitude to learning
- Contribute positively to discussions and activities in the classroom
- Ensuring you ask questions where you are unsure
- Treating others with fairness and respect
- Punctuality – arriving at training and returning from breaks on time.

Our housekeeping rules include:

- Switching off your mobile during training time.
- Leaving the training room neat and tidy – pick up any rubbish and put your chair back in place.

- You must not be under the influence of alcohol or drugs.
- No smoking on the premises.
- If you are unable to attend, telephone us to let us know that you will be absent.
- No photographs or video footage to be taken during sessions without prior consent of the head trainer and those persons present.
- Dress appropriately.

If you do not follow the above conduct requirements and housekeeping rules, you may be subject to disciplinary action such as suspension or a requirement to follow a disciplinary action plan. .

All students must comply with our Student Code of Conduct as follows.

STUDENT CODE OF CONDUCT

All students must comply with our Student Code of Conduct as follows.

Students' Rights

All students have the right to:

- Be treated fairly and with respect by all students and staff.
- Not be harassed, victimized or discriminated against on any basis.
- Learn in a supportive environment, which is free from harassment, discrimination and victimization.
- Learn in a healthy and safe environment where the risks to personal health and safety are managed and minimized.
- Have their personal details and records kept private and secure according to our Information Privacy Policy.
- Access the information AICH holds about them, including those about participation and progress.
- Have their complaints dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions.
- Receive training, assessment and support services that meet their individual needs.
- Be given clear and accurate information about their course, training and assessment arrangements and their progress.
- Access the support they need to effectively participate in their training program.
- Provide feedback to AICH on the client services, training, assessment and support services they receive.
- Be made aware of the legislation that impacts them due to their participation in vocational education and training.

Students' Responsibilities

All students, throughout their training and involvement with AICH are expected to:

- Treat all people with fairness and respect and not do anything that could offend, embarrass or threaten others.
- Not harass, victimize, discriminate against or disrupt others.

- Treat all others and their property with respect.
- Respect the opinions and backgrounds of others.
- Follow all safety policies and procedures as directed by staff.
- Report any perceived safety risks, as they become known.
- Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.
- Notify us if any of their personal or contact details change.
- Provide relevant and accurate information to AICH in a timely manner.
- Approach their course with due personal commitment and integrity.
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism.
- Progress steadily through their course in line with the course schedule.
- Prepare appropriately for all assessment tasks, visits and training sessions.
- Notify AICH if any difficulties arise as part of their involvement in the program.
- Notify AICH if they are unable to attend a visit or training session for any reason at least twenty-four (24) hours prior to the commencement of the activity.
- Refrain from smoking at training venues and on the premises of AICH.
- Make payments for their training within agreed timeframes.

Comply with state and commonwealth legislation during their participation in vocational education and training.

ACCESS, EQUITY AND ANTI-DISCRIMINATION POLICY

Purpose

The purpose of this policy is to outline Epiphany Learning t/a AICH commitment to access, equity and anti-discrimination principles.

Overview

AICH is committed to ensuring that:

- Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students and other clients.
- No person is discriminated against, harassed or treated unfairly in their dealings with AICH.
- Students have access to the level of support required to enable him or her to reach their full potential without it causing unjustifiable hardship to the organisation.
- It complies with relevant Equal Opportunity legislation and Discrimination Acts.

Scope

This policy applies to AICH's liaison with all students, prospective students, employers, prospective employers, staff and partner organisations.

Policy

1. Diversity

1. AICH recognises and values the individual differences of its students and the community and recognises that students come into its programs with a wealth of personal knowledge and life experiences.
2. AICH recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:
 - ◆ providing a welcoming and supportive training community.
 - ◆ providing adjustments to training and assessment activities within reason.
 - ◆ having transparent student and staff recruitment and selection procedures.

2. Discrimination

1. In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.

3. Harassment

1. AICH is committed to providing all people with an environment free from all forms of harassment. AICH will not tolerate any behavior that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

4. Fairness

1. The principles and practices adopted by AICH aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with AICH.
2. AICH aims to provide open, fair, clear and transparent policies and procedures for use by staff and students.
3. AICH has fair and equitable processes for selecting students for enrolment into its courses. Decisions about student selection are based on clearly defined entry requirements.
4. All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

5. Exclusion from services

1. A person may not be permitted to access our services if:
 - ◆ they have a criminal history that impacts on the requirements of the course or vocation of the area being studied.
 - ◆ the student requires delivery in a language other than that being offered by AICH in accordance with the related Training Package.
 - ◆ the student requires special services or facilities and provision of such would cause unjustifiable hardship to the organisation.

6. Equity in access

1. AICH provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.
2. AICH provides equitable access to training and assessment services by:
 - ◆ referring students to support and counselling services where needed.
 - ◆ offering a wide range of course and learning options.

7. Support services

Support services will be provided to all students who require them. Please refer to AICH's Student Support Policy.

LEGISLATION AND YOU

As a student, you have both rights and responsibilities under applicable legislation.

REFER TO THE LEGISLATION AND POLICIES in APPENDICES at the end of this document for further summaries on legislations that all students and staff must abide.

Workplace Health and Safety

Under the Workplace Health and Safety Act 2011, AICH must provide a safe environment for its staff and students, as well as providing information to staff and students in relation to health and safety and welfare. AICH has policies and procedures in place to ensure your safety and on commencement of your course you will be provided with information about health and safety.

As a student you also have a responsibility to follow instructions and rules and to behave in ways that are safe and do not endanger the health and safety of others. Always ensure that you:

- Immediately report hazards to your trainer/assessor.
- Seek assistance from a member of staff if you become ill or injured on campus.
- Only assist another person who is ill or injured if it is safe to do so. If you're not sure, call on a member of staff for assistance.
- Complete an incident report as required.
- Ensure you are familiar with AICH emergency evacuation procedures and in the case of an emergency, follow the instructions given to you.
- Do not leave bags or personal belongings lying around where someone else could trip over them.
- Do not smoke or drink alcohol on the premises.
- Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and washbasins clean and tidy, etc.).

Harassment, victimisation or bullying

AICH is committed to providing all people with an environment free from all forms of harassment, victimisation and bullying. AICH will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

Anti-discrimination law defines harassment as any form of behaviour that you do not want, that offends, humiliates or intimidates you and that creates a hostile environment. Examples of harassment are making fun of someone, spreading rumours, offensive jokes, ignoring someone, etc.

Victimisation is where a person is treated unfairly because they have made a discrimination complaint.

Bullying is verbal, physical, social or psychological abuse by a staff member or student. Bullying falls under health and safety legislation.

If you at any time feel that you are being harassed, victimised or bullied by a staff member or student, you should follow these steps.

If you feel that you are being harassed, victimised or bullied, ideally you should tell the person that you don't like the behaviour and ask them to stop. However, if you are not comfortable doing this, you should lodge a complaint as per AICH Complaints and Appeals procedure and detailed in this Handbook.

Equal opportunity

The principles and practices adopted by AICH aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with AICH.

All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

AICH provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

National VET Regulator Act 2011

As a student in Australia's vocational education and training (VET) sector, you should expect high-quality training in your area of interest, leading to a qualification that improves your prospects of gaining the job you want or provides a pathway to further study.

As a Registered Training Organisation registered with the Australian Skills Quality Authority, we are required to comply with the National VET Regulator Act 2011. This involves meeting a series of Standards that ensure that the training and assessment and support services are provided to you in accordance with nationally mandated standards.

Privacy Act

In collecting your personal information AICH will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant state privacy legislation.

This means that we will:

- Inform you of the purpose for which the information is collected.
- Only use the personal information that you provide to us in relation to your study with us.
- Ensure your personal information is securely handled and stored.
- We will inform you of any organisation and the type of organisation to which we disclose personal information e.g. the Australian Government or the National Centre for Vocational

Education Research, as well as the purpose of disclosing this information e.g. for statistical purposes.

- We will not disclose your personal information to another person or organisation unless:
 - We have made you aware that information of that kind is usually passed to that person or organisation.
 - You have given written consent;
 - We believe that the disclosure is necessary to prevent or lessen a serious and imminent threat to your life or health or that of another person;
 - The disclosure is required or authorised by or under law; or
 - The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

COMPLAINTS AND APPEALS

Purpose

This Complaints and Appeals Policy and related procedure are designed to ensure that Epiphany Learning t/a AICH responds effectively to individual cases of dissatisfaction. This policy outlines AICH's approach to managing complaints and appeals and ensures that all clients, students, staff and other stakeholders are aware of the steps to take to have their dissatisfaction addressed appropriately.

This policy provides an avenue for all complaints and appeals to be addressed in a fair, efficient and confidential manner.

Definitions

Complaint – a person's expression of dissatisfaction with any service provided by AICH.

Appeal – a request to review a decision that has previously been made.

Scope

This policy applies to all students, prospective students, clients, staff and other stakeholders of AICH.

Policy

1. Complaints and appeals systems

1.1. Despite all efforts of AICH to provide satisfactory services to its students, clients, and other persons, complaints and appeals may occasionally arise requiring formal resolution.

1.2. AICH is committed to developing and maintaining an effective, timely, fair and equitable complaints and appeals system which is easily accessible and offered to complainants at no charge. AICH aims to:

- Develop a culture that views complaints and appeals as an opportunity to improve the organisation and how it works;

- Set in place a complaints and appeals handling system that is client focused and helps AICH to prevent events that cause complaints and appeals from recurring;
 - Ensure that any complaints and appeals are resolved promptly, objectively, with sensitivity and in complete confidentiality;
 - Ensure that the views of each complainant and respondent are respected and that any party to a complaint or appeal is not discriminated against nor victimized;
 - Ensure that there is a consistent response to complaints and appeals.
- 1.3. Students and clients are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned to deal with the issue before it becomes a formal complaint. AICH's trainers and administration team are available to assist students to resolve their issues at this level.
- 1.4. Complaints and appeals may be made in relation to any of AICH's services, activities and decisions such as:
- The application and enrolment process
 - The quality of training and assessment provided
 - Training and assessment matters, including student progress, assessment and outcomes
 - Access to personal records
 - Decisions made by AICH
 - The way someone has been treated.
- 1.5. All formal complaints and appeals and their outcomes will be processed by the RTO Manager. In addition, the RTO Manager will be regularly reviewed and discussed with staff as an opportunity for improvement and reflection.
- 1.6. All formal complaints and appeals will be responded to efficiently to ensure an effective resolution within a reasonable timeframe, usually twenty (20) days or as soon as practicable. However in some cases, particularly if the matter is complex, the resolution may take longer.
- 1.7. Where a student chooses to access this policy and procedure, AICH will maintain the student's enrolment while the complaints/appeals handling process is ongoing.
- 1.8. There is no cost to access the complaints and appeals process with AICH.
- 1.9. A written record of all complaints and appeals handled under this policy and procedure and their outcomes shall be maintained for a period of at least five (5) years to allow all parties to the complaint or appeal appropriate access to these records.
2. All records relating to complaints and appeals will be treated as confidential and will be covered by AICH's *Information Privacy Policy*.

2. Making a complaint

- 2.1. Formal complaints and appeals may be made in writing to the RTO Manager. All parties are encouraged to approach matters with an open view and to attempt to resolve problems through discussion and conciliation.
- 2.2. The RTO Manager or their delegate will investigate complaints and a proposed resolution provided in writing within twenty (20) days.

3. Making an appeal of an assessment decision

- 3.1. A request for an appeal of an assessment decision may be made in writing to the RTO Manager/other providing reasons why the assessment appeal is being made. Assessment appeals must be made within sixty (60) days of the original assessment decision being made.

- 3.2. In the case of an assessment appeal, an internal review of the assessment will occur. As part of this process, where deemed necessary, AICH may appoint an independent, qualified assessor to review and make a decision on the assessment.
- 3.3. Outcomes of an assessment appeal will be advised in writing within twenty (20) days.

4. Internal appeal

- 4.1. Where a complainant is dissatisfied with the result or conduct of AICH's internal procedures for handling of a complaint, the student has the right to lodge an internal appeal of the decision. An appeal must be lodged within sixty (60) days of the decision being made.
- 4.2. An internal appeal will prompt the Management Team to review the decision made in response to the original complaint. The complainant may be asked to provide further information by phone, in writing or in person.
- 4.3. AICH acknowledges the need for an appropriate independent party to mediate where an appropriate outcome cannot be reached internally. Additionally, the complainant may request that an independent party be included in the appeals process. Upon request or the decision by AICH that this is required, AICH will organise an independent mediator to be included in the appeals process at its own cost.
- 4.4. The outcome of the internal appeal will be advised in writing within twenty (20) days.

5. External complaints and appeals

- 5.1. Where the complainant remains dissatisfied with the outcome of the complaints and appeals process, the complainant can access an external complaints or appeals process at their own cost. Complainants must ensure they have accessed the internal processes first.
- 5.2. Complainants have a number of external complaint or appeal options including:
 - Consumer Affairs (NSW Fair Trading <http://www.fairtrading.nsw.gov.au/>)
 - Administrative Appeals Tribunal (<http://www.aat.gov.au>)
 - AICH's registering body: ASQA
 - Australian Skills Quality Authority (ASQA). (<http://www.asqa.gov.au/complaints/making-a-complaint.html>)

Note: ASQA can only deal with complaints about:

- the information provided by an RTO about its course/s
 - the delivery and assessment of training received
 - the qualifications issued or to be issued.
- 5.3. AICH will provide complete cooperation with the organisation investigating the complaint/appeal and will be bound by the recommendations arising out of this process. The RTO Manager will ensure that any recommendations made are implemented within thirty (30) days of being notified of the recommendations.

6. Non-limitation of policy

This policy and related procedure do not replace or modify those or any other responsibilities which may arise under other policies or under statute or any other law. Nothing in this policy and related procedure limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, this policy does not circumscribe an individual's rights to pursue other legal remedies.

Related policies

- Quality Assurance Policy
- Information Privacy Policy

Related procedures and documents

Document details

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COMPLAINTS AND APPEALS PROCEDURE

Purpose

1. This procedure outlines Epiphany Learning t/a AICH approach to managing complaints and appeals and ensures that all clients, students, staff, employers and other stakeholders are aware of the steps to take to have their complaint or appeal addressed appropriately.
2. This procedure provides an avenue for all complaints and appeals to be addressed in a fair, efficient and confidential manner.
3. Assessment appeals are referred to separately in this procedure.

Definitions

4. *Complaint* – a person’s expression of dissatisfaction with any service provided by AICH
Appeal – a request to review a decision that has previously been made.

Procedure

5. Assessment appeals

	Steps	Responsibility
	<p>Lodge an assessment appeal.</p> <ul style="list-style-type: none"> ◆ Students have the right to appeal an assessment decision. ◆ Assessment appeals should be made in writing attention to the RTO Manager within 60 days of the original assessment decision being made. ◆ The student should provide details of why they are appealing the assessment decision. 	Student
	<p>Review the assessment</p> <ul style="list-style-type: none"> ◆ The RTO Manager will organise for the assessment to be reviewed. Where deemed necessary, AICH may appoint an independent, qualified assessor to review the assessment. ◆ The outcome of the assessment appeal will be advised in writing to the student within 20 days. The student will be advised if additional time is required due to special circumstances. 	RTO Manager and assessor/s
	<p>Record the appeal</p> <p>a) Record the details of the appeal with the RTO Manager</p>	Staff involved in dealing with the appeal.

2. Stage 1 – Addressing concerns and difficulties

	Steps	Responsibility
	<p>Discuss concerns and difficulties</p> <ul style="list-style-type: none"> ◆ Wherever possible, students and clients should attempt to resolve concerns or difficulties directly with the person(s) concerned to deal with the issue before it becomes a formal complaint. AICH's trainers and administration staff are available to assist students to resolve their issues at 	Complainant and relevant RTO staff

	Steps	Responsibility
	this level.	

3. Stage 2 – Formal complaint

	Steps	Responsibility
	<p>Make complaint in writing.</p> <ul style="list-style-type: none"> ◆ Formal complaints should be made in writing and made attention to the RTO Manager. ◆ When making a complaint, provide as much information as possible to enable AICH to investigate appropriately and determine an appropriate solution. This should include: <ul style="list-style-type: none"> ○ The issue you are complaining about – what happened and how it affected you. ○ Any evidence you have to support your complaint. ○ Details about the steps you have taken to resolve the issue. ○ The complainant is invited to include suggestions about how the matter might be resolved. 	Complainant
	<p>Acknowledge receipt of complaint.</p> <ul style="list-style-type: none"> ◆ Provide receipt of the complaint to the complainant within five (5) working days. ◆ Enrolment status – Students should be advised that choosing to access this policy and procedure, will not affect their enrolment status during the complaints handling process. ◆ Record the details of the complaint with the RTO Manager. 	AICH Administration

	Steps	Responsibility
	<p>Investigate and review the complaint.</p> <ul style="list-style-type: none"> ◆ Upon receiving the complaint, investigation into the matter will take place to ensure AICH has accurate, complete and relevant information. ◆ All reasonable measures must be taken to finalise the process as soon as practicable and within twenty (20) days. If the matter is particularly complex and goes onto stage 3 of the complaints process or further, the matter may take longer to resolve. ◆ AICH may request further details from the complainant and /or respondent (if applicable). This may be in writing, over the phone, or by face-to-face interview with the complainant and/or respondent(s). ◆ The RTO Manager will review the information and decide on the appropriate actions to be taken. 	AICH relevant person
	<p>Recommend resolution and provide report to complainant – within 20 days.</p> <ol style="list-style-type: none"> a) The RTO Manager will provide a written response to the complainant on the steps taken to address the complaint which will include recommendations and reasons for their decision. b) The response will further advise the complainant of their right to access the internal appeals process if they are not satisfied with the outcome of the formal complaint process. c) RTO to update the Complainant on the outcome of the complaints process. 	RTO Manager supported by admin where required

4. Stage 3 – Internal appeal

	Steps	Responsibility
	<p>Lodge appeal to management team.</p> <ol style="list-style-type: none"> a) If the complainant is dissatisfied with the outcome of the complaints process, they may lodge an appeal to Senior Management within 60 days of the decision being made. b) The complainant may request for an independent party (mediator) to be involved in the process. Additionally, AICH may decide to call upon an independent mediator to assist to resolve the issue where a decision cannot be reached internally. This will be organised at AICH's cost. 	Complainant

	Steps	Responsibility
	<p>Investigate the details of the original complaint and decide on outcome of internal appeal.</p> <ul style="list-style-type: none"> ◆ An appropriate person or committee will be appointed to consult with the complainant, respondent and other relevant parties, including those involved in making the original decision. This may be in writing, over the phone, or by face-to-face interview with the complainant and/or respondent(s). The complainant or respondent may ask another person to accompany them to face-to-face meetings. ◆ Following the consultations, the management team will meet to decide on an appropriate resolution. ◆ The management team will then provide a written response to the complainant, advising the outcome of the internal appeal. ◆ The response will further advise the complainant of their right to access external complaints and appeals mechanisms if they are not satisfied with the outcome of the internal appeal. ◆ RTO Manager to record the Appeal. 	Management team or delegate
	<p>Provision of Information about avenues for external complaints</p> <ul style="list-style-type: none"> ◆ Complainants will be advised about the manner in which they can raise external complaints and appeals e.g. <ul style="list-style-type: none"> o Administrative Appeals Tribunal (http://www.aat.gov.au) o Consumer Affairs : NSW Fair Trading (http://www.fairtrading.nsw.gov.au) o Australian Skills Quality Authority (ASQA). (http://www.asqa.gov.au/complaints/making-a-complaint.html) o Note: ASQA can only deal with complaints about: <ul style="list-style-type: none"> o the information provided by an RTO about its course/s o the delivery and assessment of training received o the qualifications issued or to be issued. 	Management team or delegate

5. Stage 4 – External complaint or appeal

	Steps	Responsibility

	Steps	Responsibility
1.	<p>If dissatisfied, the applicant may lodge an external complaint or appeal.</p> <ul style="list-style-type: none"> ◆ If the complainant is dissatisfied with the outcome of the internal complaints and appeals processes, they may take their matter further by lodging their complaint or appeal with an external organisation, at the complainant's cost. 	Complainant
	<p>Respond to external complaints</p> <ul style="list-style-type: none"> ◆ If contacted by its registering body or any other relevant complaint body AICH will co-operate fully in the process of handling the complaint. This will include and not be limited to providing full access to the relevant student file/s and the internal complaints records where permitted to do so by law. All staff will be instructed to cooperate with such instances and to give an accurate account of the events, as they understand them. 	Staff and Management of AICH as required

6. Records of complaints, appeals and their outcomes

	Steps	Responsibility
	<p>Record complaint, appeals and outcomes.</p> <ul style="list-style-type: none"> ◆ During and after any complaint or appeal, appropriate actions will be taken by AICH to prevent the cause of the complaint and/or appeal from recurring through its Continuous Improvement and Quality Assurance policy and procedures. ◆ Complaint and appeal details and outcomes will be logged with the RTO Manager. The matter will be reviewed and discussed at Management Meetings to ensure that if any improvements can be made to avoid a similar issue in the future, this will be acted upon. 	Staff involved in dealing with a complaint and Management Team.

Related policies

- Quality Assurance Policy
- Information Privacy Policy
- Complaints and Appeals Policy

Document details

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Review Date:	10-08-2017
Standards (VQF):	SRTO2015

ISSUING OF QUALIFICATIONS OR STATEMENT OF ATTAINMENT

On completion of your course and payment of final course fees, we will issue you with a qualification (testamur) and record of result (listing all competencies for the course) or Statement of Attainment listing completed units (partial completion of the course) within thirty (30) days. Qualifications will be accompanied by a record of results showing the units of competency achieved in the course. A record of results will only be provided with a Statement of Attainment where requested.

AICH reserves the right to withhold the issuance of qualifications until all fees related to the course have been paid, except where AICH is not permitted to do so by law.

Re-Issuing Statements and Qualifications

Records of qualifications and statements of unit achievement are kept on record for a period of at least thirty (30) years. Students can request copies of any of these statements or qualifications at any time for an additional charge. Refer to the current Fees, Charges and Refund Policy for the current fee.

APPENDICES

LEGISLATION AND POLICIES

Compliance with Legislation –applicable to all staff and students

Standards for RTO's 2016

Standard 8: The RTO cooperates with the VET Regulator and is legally compliant at all times.

The RTO cooperates with the VET Regulator:

- by providing accurate and truthful responses
- in the conduct of audits and the monitoring of its operations;
- by providing quality/performance indicator data;
- by providing information about substantial changes ... within 90 calendar days...;
- in the retention, archiving, retrieval and transfer of records.

The RTO ensures that any third party delivering services on its behalf is required under written agreement to cooperate with the VET Regulator:

- In all cases the Institute current arrangements ensure that all training and assessment is conducted under the supervision of the Institutions assessors. This includes guest presentations and any subsequent work that students submit.

The RTO notifies the Regulator:

- Of any agreements if 8.2 is modified and a 3rd party actually trains and assesses

The RTO provides an annual declaration on compliance with these Standards to the VET Regulator

The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations. (refer to section 8 of this document)

The RTO ensures its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services delivered.

SRTO and ASQA

The Standards for Registered Training Organisation (2016) or SRTO are the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

Full SRTO 2016 can be downloaded from

<http://www.comlaw.gov.au/Details/F2014L01377/Download>

Training staff needs to be aware of the training and assessment conditions and standards in the SRTO. You can find more information from the above website and training.gov.au.

The SRTO require trainers to have as a minimum a Certificate IV in Training and Assessment, usually referred to as the TAE, or a diploma in adult education otherwise that trainer must work under the direct supervision of someone who does. Consistent with this standard, the Institute requires that all training staff obtain a suitable qualification before beginning work with the Institute.

Assessors need to have either the TAE or the Assessor skills set

NOTE: the TAE covers both assessing and trainer so it is the preferred option for ALL trainer/assessors

Epiphany Learning must meet the SRTO in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

The SRTO has a strong focus on quality assurance, as well as a requirement for the RTO to gather information on their performance.

The Quality Indicators have been designed to help RTOs conduct evidence-based and outcomes-focused quality assurance, and assist a registering body to assess the risk of an RTO's operations. Under the SRTO, RTOs are required to collect and use data on key Quality Indicators which have been endorsed by the COAG (previously the National Skills Standards Council (NSSC)): Learner Engagement, Employer Satisfaction and Competency Completion.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. For more information, their website is <http://www.asqa.gov.au>

Relevant Legislation –to be complied with by all staff and students:

The following are summaries only.

For full details use the links to each Act

Or search for a summary "overview of Xxxx Act"

Australian Qualifications Framework (AQF)

Pathways to move between the education and training sectors;

Recognition of prior learning (RPL), including credit transfer and experience;

Encourages higher quality vocational education and training (VET) through qualifications that meet needs;

National and international recognition of qualifications offered in Australia.

<http://www.aqf.edu.au/>

National Vocational Education and Training Regulator Act 2011

This Act was introduced in 2011 to establish a consistent registration and accreditation framework for vocational education and training, by applying nationally agreed standards. For more information visit: <http://www.comlaw.gov.au/Details/C2012C00143>

Fair Work Act 2009

Fair Work Amendment (state referral) Act 2009

10 National Employment Standards set minimum wages for award, maximum weekly hours of work, leave, public holidays, notice of termination and redundancy pay etc.

<http://www.comlaw.gov.au/Series/C2009A00028>

<http://www.comlaw.gov.au/Details/C2009A00124>

Work Health and Safety Act 2011

The Work Health and Safety Act 2011 provides a framework for managing health and safety risks in Australian workplaces. The objective of the Act is to prevent fatalities, injuries and illness caused by a workplace, by workplace activities or by a specified high-risk plant - this is achieved by preventing or minimising exposure to risk. All organisations must comply with this Act, regardless of the types of services and/or products they provide or sell. For more information visit: <http://www.comlaw.gov.au/Series/C2011A00137>

Industrial Relations Act 1988

- The principal objective of the Industrial Relations Act 1988 is the provision of a framework for industrial relations that supports economic prosperity and social justice. For more information visit: http://www.austlii.edu.au/au/legis/cth/num_act/ira1988242/

Copyright Act 1968 (including copyright of software)

Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000

Hardcopy and web/digital material

For study and research purposes you are allowed to copy up to 10% or one chapter of a book or one article per issue of a journal. Copyright royalty payments apply for the reproduction above this rule. There is no permission to copy software unless permitted by the license.

1. My employer licenses the use of its computer software from a variety of outside companies and does not own copyright over this software or its related documentation and, unless authorised by the software developer, does not have the right to reproduce it.
2. With regard to use on local area networks the employee may use the software only in accordance with the licence agreement.
3. If an employee becomes aware of any misuse of software or related documentation within the organisation shall notify their department manager or the organisation's legal council.
4. I understand that under Australian copyright law, unauthorised duplication of software can expose a company or organisation to fines of up to \$250,000 and claims for civil damages, and can expose an individual to fines of up to \$50,000 together with possible jail terms and claims for civil damages.
5. I agree to use only software legitimately acquired in accordance with organisational policy, to comply with all licence conditions accompanying any software acquired or used and to report any violations, by any person, of which I become aware, as required by law.

<http://www.comlaw.gov.au/Series/C2004A07378>

<http://www.comlaw.gov.au/Details/C2004C01235>

Equal Opportunity

- New South Wales Anti-Discrimination Act 1977
- Queensland Anti-Discrimination Act 1991
- South Australia Equal Opportunity Act 1984
- Victoria Equal Opportunity Act 2010
- Western Australia Equal Opportunity Act 1984

The objectives of Equal Opportunity legislation are to encourage the identification and elimination of discrimination, sexual harassment and victimisation and their causes, and to promote and facilitate the progressive realisation of equality. For more information go to:

<http://www.equalitylaw.org.au/elrp/resources/>

Equal Employment Opportunity Act 1987

Discrimination occurs if an employee is treated less favourably on the basis of a prohibited ground of discrimination (sex, age, race, etc.). This is direct discrimination.

Indirect discrimination occurs where there is a requirement for all but it impacts on certain groups (such as people of a certain gender) and is not reasonable in the circumstances.

<http://www.comlaw.gov.au/Series/C2004A03429>

Disability Discrimination Act 1992

Disability Discrimination Amendment (Education Standards) Act 2005

Disability Discrimination and Other Human Rights Legislation Amendment Bill 2009

Disability Discrimination Regulations 1996

To eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of work, education, access to premises, facilities, (such as toilets)

Promote recognition and acceptance that persons with disabilities have the same fundamental rights as others.

<http://www.comlaw.gov.au/Series/C2004A04426>

<http://www.comlaw.gov.au/Details/C2005A00019>

<http://www.comlaw.gov.au/Details/C2009A00070>

<http://www.comlaw.gov.au/Details/F2012C00527>

Racial Discrimination Act 1975

Racial discrimination occurs when someone is treated less fairly than someone else because of their race, colour, descent or national or ethnic origin.

Racial discrimination can also occur when a policy or rule appears to treat everyone in the same way but actually has an unfair effect on more people of a particular race, colour, descent or national or ethnic origin.

Sex Discrimination Act 1984

Prohibits discrimination on the basis of sex, marital status, pregnancy or potential pregnancy in a range of areas of public life and this includes work and education...

Eliminate sexual harassment.

Create recognition and acceptance of the principle of the equality of men and women.

<http://www.comlaw.gov.au/Search/Racial%20Discrimination%20Act%201975>

Age Discrimination Act 2004

To eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises etc.

To allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older...

<http://www.comlaw.gov.au/Series/C2004A01302>

Australian Consumer Law (ACL) 2011

Australian Consumer Law (ACL) 2011 aims to provide an equitable, competitive, informed and safe market place. It makes provisions in respect to certain unfair or undesirable trade practices, and aims at regulating the supply of goods and services. For more information visit:

<http://www.consumerlaw.gov.au/content/Content.aspx?doc=home.htm>

- **Competition and Consumer Act (CCA) 2010**
- The object of the Competition and Consumer Act (CCA) 2010 is to enhance the welfare of Australians through the promotion of competition and fair trading, and through a provision for consumer protection. For more information visit:
<http://www.accc.gov.au/content/index.phtml/itemId/815209>

Children, Youth and Families Legislation

- New South Wales Children and Young Persons (Care and Protection) Act 1998
- Queensland Child Protection Act 1999
- South Australia Children's Protection Act 1993
- Victoria Children, Youth and Families Act 2005
- Western Australia Children and Community Services Act 2004

The objectives of the Children, Youth and Families legislation is:

- to provide for community services to support children and families
- to provide for the protection of children
- to make provision in relation to children who have been charged with, or who have been found guilty of, offences

For more information visit: <http://www.aifs.gov.au/nch/pubs/sheets/rs14/rs14.html>

Privacy

- **Privacy Act 1988**
- **Privacy Amendment (Private Sector) Act 2000**
- **Privacy Amendment Act 2004**
- **Privacy Amendment Act 2014**

The [Privacy Act 1988](#) makes provision to protect the privacy of individuals, and for related purposes. It should be noted, however, that the Federal Privacy Act does not regulate state or territory agencies (except for the ACT). Only information relevant to the college's functions must be collected.

Students and staff have a right to know who will see the information.

Those in charge of storing the information have obligations to ensure it is secure.

Students and staff will also have the right to access information about themselves.

<http://www.comlaw.gov.au/Search/Privacy%20Act%201988>

<http://www.comlaw.gov.au/Search/Privacy%20Amendment%20Act%202004>

<http://www.oaic.gov.au/privacy/privacy-act/privacy-law-reform>

www.privacy.gov.au/act/privacyact/index.html

The Privacy Amendment Act 2014 established 13 Australian Privacy Principles (APP):

APP 1 — Open and transparent management of personal information

APP 2 — Anonymity and pseudonymity

APP 3 — Collection of solicited personal information. Higher standards apply to 'sensitive' information.

APP 4 — Dealing with unsolicited personal information

APP 5 — Notification of the collection of personal information

APP 6 — Use or disclosure of personal information

APP 7 — Direct marketing

APP 8 — Cross-border disclosure of personal information

APP 9 — Adoption, use or disclosure of government related identifiers

APP 10 — Quality of personal information

APP 11 — Security of personal information

APP 12 — Access to personal information

APP 13 — Correction of personal information

The following statements summarise how the Institute abides by the APPs:

- Information will only be obtained to allow the activities of the Institute to be undertaken;
- Information will not be provided to third parties without the consent or only in accordance with law;
- If it is lawful and practicable to do so, the Institute will give people the option of interacting anonymously with it;
- the Institute will only collect personal information that is necessary for its functions, activities and reporting to government authorities such as AVETMISS data;
- the Institute will use fair and lawful ways to collect personal information;
- the Institute will collect personal information directly from an individual if it is reasonable and practicable to do so;
- the Institute will get consent to collect sensitive information unless specified exemptions apply;
- At the time of collecting personal information or as soon as practicable afterwards, the Institute will take reasonable steps to make an individual aware of:
 - why it is collecting information about them;
 - who else it may give the information to; and
 - other specified matters



WRITTEN COURSE COST AGREEMENT

The details of your offer are as stated in the table below. This document ensures your Con protected under Australian law.

Please check that these are correct and contact the person referred to in the cover letter of this offer if any changes are required.

<i>Student Name:</i>	
<i>Student Number:</i>	
<i>Address:</i>	
<i>Date of Birth:</i>	
<i>Qualification/ Course:</i>	<i>Clinical Hypnosis and Strategic Psychotherapy</i>
<i>Duration of course:</i>	<i>40 weeks</i>
<i>Cost of course:</i>	
<i>Deposit / Payment Terms</i>	
<i>Total cost of course:</i>	
<i>Credit Transfer or National Recognition application:</i>	
<i>Recognition of Prior Learning application:</i>	

This document sets out the written course cost agreement between you, the student and AICH.

Sign one copy for your records and return the other signed copy along with your deposit to the person specified in the covering letter.

By signing this acceptance you agree to the following:

- *That you have read understood and agree to the Terms and Conditions of enrolment as outlined in the student handbook.*
- *The Fees, Charges and Refund Policy outlined in the student handbook and terms and agreement.*
- *The details of your enrolment as set out above are correct.*
- *That you have read, understood and agree to all of AICH's policies and procedures in the Student Handbook provided.*
- *That you have notified Epiphany Learning if you have currently or previously been diagnosed with any mental health issues.*
- *You have the financial capacity to meet all tuition fees and agree to pay fees as they become due.*
- *You have included certified documents to meet the conditions of your offer (if applicable);*
- *You have included your enrolment deposit.*

I, hereby:

Accept the offer as outlined in this Written Agreement

Choose the following payment method for payment of fees:

Direct Debit

Invoice

Student to complete

Student Signed:

Printed Name:

Date: / /

AICH to complete

AICH Signature:

Date:

Printed Name:



STUDENT CHANGE OF DETAILS

I am a student of Epiphany Learning T/A AICH and wish to advise a change of :

Name (please provide proof of change of name) Home Address Contact Details

_____ Other: Employer / Workplace

Student Name (as on current records): _____ Date of Birth: / /

Current Course: _____

Please provide new information below

Surname: _____

First Name: _____ Middle Name/s: _____

Home Address: _____

Ph: _____ Fax: _____ Mobile: _____

Email: _____

Workplace/ Employer (workplace based courses): _____

Signed: _____ Date: _____

Please provide new information below

Business Name: _____

Contact Person: _____ Position: _____

Business and/or Postal Address: _____

Ph: _____ Fax: _____ Mobile: _____

Email: _____

Signed: _____ Date: _____

Please return this completed form to AICH, admin@aich.edu.au



FEES, CHARGES & REFUNDS

Purpose

Through this policy, Epiphany Learning T/A AICH ensures that all clients are aware of the fees and charges associated with enrolment in a course and/or service with AICH. This policy provides the guidelines for the eligibility and assessment of refunds.

AICH ensures the protection of all fees and aims to provide clear and accessible information to students about fees and charges prior to and throughout their enrolment and/or other involvement with AICH.

Policy

11. Information about and agreement to fees and charges

- 1.4 Students and persons seeking to enroll in a course with AICH are advised of all fees and charges associated with a course, including course fees, administration fees, materials fees and any other charges on the relevant student information and enrollment documents.
- 1.5 Organisations and other clients seeking to enter into a service agreement with AICH will be notified of the fees and charges associated with the agreement in information and proposals provided to them prior to entry into the agreement.
- 1.6 The information provided to each prospective student and/or client will include:
 - ◆ The total amount of all fees including course fees, administration fees, materials fees and any other charges.
 - ◆ Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit and administration fees and any fees and charges for additional services.
 - ◆ This Fees, Charges and Refund Policy.
- 1.5 All students will be required to sign a Written Agreement at the time of enrolment which outlines the total course fees, payment terms and conditions and schedule of payments applicable to their course. The Written Agreement is designed to provide clear and concise information to the student about applicable fees and charges, provide options for payment as well as outlining the terms and conditions of the enrolment.

12. Fees in advance

- 2.2 AICH offers several payment options. In some instances, AICH collects fees in advance for services not yet provided to students at various intervals throughout the course and in accordance with the course's relevant payment schedule. To ensure the protection of fees paid in advance, AICH holds current membership of an approved tuition Assurance Scheme, Australian Council for Private Education and Training (ACPET) in NSW.

13. What do student fees cover?

- 3.1 Unless otherwise specified, course fees include the cost of all compulsory training and assessment materials. Any optional textbooks and materials that may be recommended but not required for completion of the course, are not included in course fees and will be an additional cost should the student wish to purchase such materials.

- 3.2 All course fees include up to three (3) attempts at assessment per unit. Where an additional assessment is required in order to achieve competency, AICH reserves the right to charge a student an additional re-assessment fee in accordance with the fee table provided on the relevant Written Agreement.
- 3.3 For reissuing of a qualification testamurs, record of results or Statement of Attainment, an additional fee will be incurred at the rate of \$69 per document.

14. Terms and methods of payment

- 4.2 Depending on the course you have enrolled in, your fees can be charged in instalments. An initial deposit of \$3,999 is to be paid, followed by either,
 - i) Balance paid in full two weeks prior to start of the course.
 - ii) Six equal monthly installments with the first being due no later than the first day of the first module. This option attracts an administration fee.
 - iii) *TEN equal monthly instalments with the first being due no later than the first day of the first module. This option attracts an administration fee.*

It is important that you pay your fees on time to maintain your enrolment. If you are having difficulty with keeping up with payments, you must contact us at admin@aich.edu.au. AICH accepts the following methods of payment – credit card, payment plan (Direct Debit) and direct bank transfer.

15. Direct debit payments

- 5.1 Where the payee has indicated on their payment agreement that fees are to be paid by direct debit, this option is only valid where the Client Information Form is accompanied by an Ezi Debit Request Form. The Client Information Form must be appropriately and accurately completed and in line with the approved direct debit payment schedules. Where an Ezi Debit Request Form has not been provided, the payee will be issued an invoice, which is to be paid within fourteen (14) days. It is the payee's responsibility to ensure that AICH receives an accurate and completed Ezi Debit Request Form in order to take up the direct debit payment option.
- 5.2 Ezi Debit request forms must indicate payment terms according to one of the approved direct debit payment schedules provided on the payment agreement.
- 5.3 Where a default occurs in direct debit payments due to insufficient funds or otherwise; AICH will contact the payee to make alternative arrangements for payment. AICH reserves the right to refuse a payee the option to pay by direct debit where there have been two or more defaults on payment during a direct debit term.

16. Credit card payments

- 6.2 Credit card payments can be made over the phone by calling 02 9977 7989 and quoting your invoice number or by completing the remittance slip and posting it to our office at the address shown on your invoice.

17. Issuance of qualifications

- 7.2 In accordance with its Qualifications and Statements Issuing Policy AICH reserves the right to withhold the issuing of qualifications, records of results and statements of Attainment until all fees have been paid. For trainees and/or apprentices registered in Queensland only, a qualification and statement of results will be issued within 21 days of completion of the course and non-payment will not withhold a qualification from being issued.

18. Late payment

8.3 Where a student is more than forty (40) days overdue with payments, AICH reserves the right to suspend training services until payment is made to bring fees up to date

8.4 For long-term outstanding amounts, AICH utilises the services of a debt recovery agency to ensure the collection of all fees.

19. Refunds – Fee for Service students

9.5 All course fees include a non-refundable deposit and/or enrolment fee. This amount is specified on all course information about fees and charges and you will be asked to sign that you understand this on your enrolment form. The enrolment fee is non-refundable except in the instance where AICH is required to cancel a course due to insufficient numbers or for other unforeseen circumstances.

9.6 Students, who withdraw from a course and wish to seek a refund or have the amount they owe on their fees reduced, must apply to AICH in writing, outlining the details and reason for their request. Students who have not completed a withdrawal form are not eligible for consideration of a refund or reduction in fees.

9.7 Eligibility for a refund will be assessed based on the services provided to the student and the costs incurred by AICH in order to provide those services to the student.

9.8 The outcome of the refund assessment will be provided by written notice to the student's registered address, outlining the decision and reasons for the decision along with any applicable refund or adjustment notice.

20. Cancellation of Enrolment – Students may cancel their enrolment when they are;

- a. More than four weeks prior to the first day of the course with only a \$100 administration charge.
- b. Less than four weeks and more than two weeks prior to the first day of the course, you will be charged fifty percent (50%) of the agreed course price.
- c. Less than 2 weeks prior to the first day of the course, you will not be entitled to any refund and will be required to pay any remaining amounts outstanding in full.
- d. Deposits for courses are non-refundable.
- e. Any request for a refund must be made in writing to the RTO Manager at the address detailed previously or by email to admin@aich.edu.au. Students should state their reasons for requesting a refund and attach any relevant documentary evidence such as a medical certificate.
- f. You will be advised of the outcome of your request for a refund in writing within seven working days. All refunds will be paid within five days of this advice.
- g. In unforeseen circumstances, where AICH is unable to provide the course or where the numbers of students enrolling are insufficient to run the course, course fees will be refunded in full. Enrolled students will be contacted and will be offered a place in an alternative course or a full refund. In this instance, if an enrolled student elects to receive a refund, there is no need to request a refund in writing. A full refund will be made within five days of informing the enrolled student that the course will not be offered. Students who elect to enrol in another course will have their enrolment automatically transferred and a new Agreement and Tax Invoice will be provided to the student.



STUDENT INFORMATION FORM

Privacy Statement & Student Declaration

I declare that the information I have provided to the best of my knowledge is true and correct. I understand that my RTO Epiphany Learning t/a Australian Institute of Clinical Hypnosis (AICH) is required to submit data sourced from this enrolment form to the National Centre for Vocational Education Research Ltd (NCVER) as a regulatory reporting requirement. The information contained on my enrolment form may be used by my RTO or the following third parties for administrative, regulatory and/or research purposes:

- School – if I am a secondary student undertaking VET, including a school-based apprenticeship or traineeship.
- Employer – if I am enrolled in training paid by my employer.
- Government departments and authorised agencies.
- NCVER.
- Organisations conducting student surveys.
- Researchers.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor. Please note you may opt out of the survey at the time of being contacted.

[STUDENT SIGNATURE] [DATE]

[PARENT/GUARDIAN SIGNATURE*] [DATE]

*Parental/guardian consent is required for all students under the age of 18.

NCVER will use, secure, disclose, and retain your data in accordance with the VET Data Protocol and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Personal details

1. Enter your full name *

Family name (surname)

Given names

Name for encryption

* Please write the name that you used when you applied for your Unique Student Identifier (USI), including any middle names. If you do not yet have a USI and want Epiphany Learning to apply for a USI on your behalf, you must write your name, including any middle names, exactly as written in the identity document you choose to use for this purpose. See section on the USI at the end of this form for a detailed explanation.

2. Enter your birth date

Day/month/year | | |

Date of birth

3. Gender (Tick ONE box only)

Male

Female

Other

Gender

4. Enter your contact details

Home phone _____ Work phone _____

Mobile _____ Email address _____

Alternative email address (optional) _____

Telephone number [home]
Telephone number [work]
Telephone number [mobile]
Email address
Email address [alternative]

5. What is the address of your usual residence?

Please provide the physical address (street number and name *not* post office box) where you usually reside rather than any temporary address at which you reside for training, work or other purposes before returning to your home.

If you are from a rural area use the address from your state or territory's 'rural property addressing' or 'numbering' system as your residential street address.

Building/property name is the official place name or common usage name for an address site, including the name of a building, Aboriginal community, homestead, building complex, agricultural property, park or unbounded address site.

Building/property name _____
Flat/unit details _____
Street or lot number (e.g. 205 or Lot 118) _____
Street name _____
Suburb, locality or town _____
State/territory _____
Postcode _____

Address building/property name
Address flat/unit details
Address street number
Address street name
Address – suburb, locality or town
State identifier
Postcode

6. What is your postal address (if different from above)?

Building/property name _____
Flat/unit details _____
Street or lot number (e.g. 205 or Lot 118) _____
Street name _____
Postal delivery information (e.g. PO Box 254) _____
Suburb, locality or town _____
State/territory _____
Postcode _____

Address building/property name
Address flat/unit details
Address street number
Address street name
Address postal delivery box
Address – suburb, locality or town
State identifier
Postcode

Language and cultural diversity

7. In which country were you born?

Australia 1101 _____
Other – please specify _____

Country identifier

8. Do you speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often)

No, English only 1201

Yes, other – please specify _____

Language identifier

9. Are you of Aboriginal or Torres Strait Islander origin?

(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes)

No
Yes, Aboriginal
Yes, Torres Strait Islander

Indigenous status identifier

Disability

10. Do you consider yourself to have a disability, impairment or long-term condition?

Yes Y
No N **No – Go to question 12**

Disability flag

11. If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

(You may indicate more than one area) Please refer to the Disability supplement for an explanation of the following disabilities.

Hearing/deaf 11
Physical 12
Intellectual 13
Learning 14
Mental illness* 15
Acquired brain impairment 16
Vision 17
Medical condition 18
Other 19

Disability type identifier

*If you have ever been diagnosed with a mental health condition (previous or current), you must alert Epiphany Learning at the point of enrolment.

Schooling

12. What is your highest COMPLETED school level? (Tick ONE box only)

If you are currently enrolled in secondary education, the Highest school level completed refers to the highest school level you have actually completed and not the level you are currently undertaking. For example, if you are currently in Year 10 the Highest school level completed is Year 9.

Year 12 or equivalent 12
Year 11 or equivalent 11
Year 10 or equivalent 10
Year 9 or equivalent 09
Year 8 or below 08
Never attended school 02

Never completed any primary or secondary level education – go to question 14

Highest school level completed identifier

13. Are you still enrolled in secondary or senior secondary education?

Yes Y
No N

At school flag

Previous qualifications achieved

14. Have you **SUCCESSFULLY** completed any of the qualifications listed in question 15?

Yes	<input type="checkbox"/> Y	
No	<input type="checkbox"/> N	No – go to question 16

Prior educational achievement flag

15. If YES, tick ANY applicable boxes.

Bachelor degree or higher degree	<input type="checkbox"/> 008
Advanced diploma or associate degree	<input type="checkbox"/> 410
Diploma (or associate diploma)	<input type="checkbox"/> 420
Certificate IV (or advanced certificate/technician)	<input type="checkbox"/> 511
Certificate III (or trade certificate)	<input type="checkbox"/> 514
Certificate II	<input type="checkbox"/> 521
Certificate I	<input type="checkbox"/> 524
Other education (including certificates or overseas qualifications not listed above)	<input type="checkbox"/> 990

Prior educational achievement identifier

Employment

16. Of the following categories, which **BEST** describes your current employment status?

(Tick ONE box only)

For casual, seasonal, contract and shift work, use the current number of hours worked per week to determine whether full time (35 hours or more per week) or part-time employed (less than 35 hours per week).

Full-time employee	<input type="checkbox"/> 01
Part-time employee	<input type="checkbox"/> 02
Self employed – not employing others	<input type="checkbox"/> 03
Self employed – employing others	<input type="checkbox"/> 04
Employed – unpaid worker in a family business	<input type="checkbox"/> 05
Unemployed – seeking full-time work	<input type="checkbox"/> 06
Unemployed – seeking part-time work	<input type="checkbox"/> 07
Not employed – not seeking employment	<input type="checkbox"/> 08

Labour force status identifier

Study reason

17. Of the following categories, select the one which **BEST** describes the main reason you are undertaking this course/traineeship/apprenticeship (Tick ONE box only)

To get a job	<input type="checkbox"/> 01
To develop my existing business	<input type="checkbox"/> 02
To start my own business	<input type="checkbox"/> 03
To try for a different career	<input type="checkbox"/> 04
To get a better job or promotion	<input type="checkbox"/> 05
It was a requirement of my job	<input type="checkbox"/> 06
I wanted extra skills for my job	<input type="checkbox"/> 07
To get into another course of study	<input type="checkbox"/> 08
For personal interest or self-development	<input type="checkbox"/> 12
Other reasons	<input type="checkbox"/> 11

Study reason identifier

Unique Student Identifier (USI)

From 1 January 2015, we Epiphany Learning t/a Australian Institute of Clinical Hypnosis (AICH) can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). If you have not yet obtained a USI you can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on computer or mobile device. Please note that if you would like to specify your gender as 'other' you will need to contact the USI Office for assistance.

18. Enter your Unique Student Identifier (USI) (if you already have one)

Unique	Student	Identifier	(USI):
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Unique student identifier USI application through your RTO (if you do not already have one)

If you are having additional issues with obtaining a USI via the government website, mobile device and have called the USI Office for support, please contact our office on 9977 7989 for further assistance.

Unique Student Identifier (USI)

Model Release Form

19. This form must be signed before any photography is undertaken

Company: Epiphany Learning t/a AICH

Description: Diploma of Clinical Hypnosis & Strategic Psychotherapy

Course Dates: _____

I permit Epiphany Learning to use the photograph(s), video, and any testimonials I provide for all uses including publicity and/or editorial purposes for the purposes of promoting the Australian Institute of Clinical Hypnosis.

I understand that I do not have any interest in the copyright to the photograph(s) or video.

I am over 18 years old. (Models who are under 18 years of age must provide evidence of consent by a parent or guardian to this model release).

Name of Model (capital letters):

Address of Model:

Signature of Model

Date:/...../.....

Signature of Parent or Guardian

Date:/...../.....

(if student is under the age of 18)

Model Release



COURSE INFORMATION

Diploma of Clinical Hypnosis and Strategic Psychotherapy

National Code: 10450NAT

Provider	Epiphany Learning
Delivery Mode	The training is conducted in four-day blocks, once a month over six months. Students will be provided with learning materials for study and practice between each block of training. This learning will amount to around 90 hours of study between each block plus time for self-directed learning such as additional reading and research. Outside of this, trainers and assessors will provide support to students by email or telephone to assist with learning between each block.
Course Duration	Course extends over a 40 week period.
Course Structure	To complete the Diploma of Clinical Hypnosis and Strategic Psychotherapy, students must successfully complete all twelve (12) units of competency – this involves eighteen (18) assessments. A Statement of Attainment is to be issued for any unit of competency successfully completed if the full qualification is not completed. The Diploma of Clinical Hypnosis and Strategic Psychotherapy includes four (4) units of competency from the HLT07 Health Training Package and two (2) units from the HLT Health Training Package. These units have been included to reflect units of competency included in a range of complementary health qualifications currently included in the HLT07 Health Training Package.
Pre-requisites	None.
Course Outcomes	This course is intended to provide participants with a range of knowledge, and skills to perform the following functions associated with clinical hypnosis and strategic psychotherapy: <ul style="list-style-type: none"> Provide therapy for a range of issues including smoking, anxiety disorders, weight loss, habits, pain and physical dysfunction.

Subjects – 12 Units of Competency

Subject	Code	Description	Teaching Method	Reference
Clinical Hypnosis	DCHHYP501A	Work within a clinical hypnosis framework	Face-to-Face with online research	Core
	DCHHYP502A	Prepare for clinical hypnosis session	Face-to-Face with online research	Core
	DCHHYP503A	Provide clinical hypnosis session	Face-to-Face with online research	Core
	DCHHYP504A	Monitor and evaluate clinical hypnosis interventions	Face-to-Face with online research	Core
Professional Practice	CHCLEG003	Implement and monitor compliance with legal and ethical requirements	Online Only	Core
	HLTWHS100	Participate in workplace health and safety	Practical in class and workbook	Core
	CHCCOM006	Establish and manage client relationships	Online Only	Core
Health Information	HLTAID003	Provide first aid	Face to Face, and online test provided by another provider	Core
	HLTAAP002	Confirm physical health status	Online Only	Core
	HLTAAP003	Analyse health information	Online Only	Core
Strategic Psychotherapy	DCHHYP505A	Develop clinical hypnosis and strategic psychotherapy practice	Face-to-Face with online research	Core
	DCHSP506A	Apply strategic psychotherapy techniques to clinical hypnosis work	Face-to-Face with online research	Core

Assessments List			
Competency	Assignment List	Full Diploma	Professional Certificate
<i>DCHHYP501A: Work within a clinical hypnosis framework</i>	<i>Subject 1_U1_DCHHYP501A_Work within a clinical hypnosis framework</i>	Y	Y
<i>DCHHYP502A: Prepare for clinical hypnosis session</i>	<i>Subject 1_U2A_DCHHYP502A_Prepare for clinical hypnosis session</i>	Y	Y
	<i>Subject 1_U2B_DCHHYP502A_Prepare for clinical hypnosis session</i>	Y	Y
<i>DCHHYP503A: Provide clinical hypnosis session</i>	<i>Subject 1_U3A_DCHHYP503A_Provide clinical hypnosis session</i>	Y	Y
	<i>Subject 1_U3B_DCHHYP503A_Provide clinical hypnosis session role play</i>	Y	Y
<i>DCHHYP504A: Monitor and evaluate clinical hypnosis interventions</i>	<i>Subject 1_U4A_DCHHYP504A_Monitor and evaluate clinical hypnosis interventions</i>	Y	Y
	<i>Subject 1_U4B_DCHHYP504A_Monitor and evaluate clinical hypnosis interventions role play</i>	Y	Y
<i>HLTWHS001: Participate in workplace health and safety</i>	<i>Subject 1_U1_HLTWHS001: Participate in workplace health and safety day</i>	Y	N/A
<i>HLTAID003: Provide first aid</i>	<i>Subject 2_U1_HLTAID003: COMPLETE - SENIOR FIRST AID COURSE</i>	Y	N/A *
<i>CHCCOM006: Establish and Manage Client Relationships</i>	<i>Subject 2_U2_CHCCOM006 Client Relationships</i>	Y	N/A
<i>CHCLEG003: Manage Legal and Ethical Compliance</i>	<i>Subject 2_U3_CHCLEG003_Manage Legal and Ethical Compliance</i>	Y	N/A
<i>HLTAAP002: Confirm Physical Health Status</i>	<i>Subject 3_U1_HLTAAP002_Confirm physical health status</i>	Y	N/A
<i>HLTAAP003: Analyse and Respond to Client Health Information</i>	<i>Subject 3_U2_HLTAAP003_Analyse respond to health</i>	Y	N/A
<i>DCHHYP505A: Develop clinical hypnosis and strategic psychotherapy practice</i>	<i>Subject 4_U1_DCHHYP505A_Develop clinical hypnosis and strategic psychotherapy practice</i>	Y	Y
	<i>Subject 4_U2_DCHHYP505A_Develop clinical hypnosis and strategic psychotherapy practice</i>	Y	Y
<i>DCHHYP506A: Apply strategic psychotherapy techniques to clinical hypnosis work</i>	<i>Subject 4_U1_DCHHYP506A_Apply strategic psychotherapy techniques to clinical hypnosis work</i>	Y	Y
	<i>Subject 4_U2_DCHHYP506A_Apply strategic psychotherapy techniques to clinical hypnosis work</i>	Y	Y
	<i>Subject 4_U3_DCHHYP506A_Apply strategic psychotherapy techniques to clinical hypnosis work</i>	Y	Y
Total Assessments		18	12

*To get into an association, students must complete this element at his or her own cost

Training Arrangements	<p>1. The training is conducted in four-day blocks, spaced out over approximately six months. Students will be provided with learning materials for study and practice between each block of training. This learning will amount to around 90 hours of study between each block plus time for self-directed learning such as additional reading and research. Outside of this, trainers and assessors will provide support to students by email or telephone to assist with learning between each block. Training materials that will be included in the delivery of the course include:</p> <ul style="list-style-type: none"> • Relevant textbooks • Internally developed PowerPoint • Handouts • Access to online resources • Other textbooks 				
Classes/ Workplace Visits/ Online Components	<p>The course is split in to 4 subjects. Candidates can complete subjects consecutively or separately. Classes are typically four (4) day blocks running for seven (7) hours at a time. Without RPL, candidates are expected to attend classes. A minimum of 80% attendance is required to meet course requirements. There are no workplace visits because the vast majority of candidates will become self-employed in private practice. There are unsupervised hours of self-study with several online components.</p>				
Additional Support	<p>Individual candidates can request support either during class time, immediately before or after class or by email or telephone. The vast majority of the course is self-paced which tends to cover candidate needs.</p>				
Assessment Arrangements	<p>Assessments will occur through a variety of methods including observations, projects, case studies, and short answer questions.</p> <p>2. Some units have been clustered together for the purposes of assessment.</p> <p>3. Assessment Materials</p> <p>For each unit or topic, the following documents have been prepared:</p> <ul style="list-style-type: none"> • Assessment Task Booklet. • Marking Guide and Guide to the Assessor. 				
Placement Requirements	Not applicable				
Education Pathways	<p>The Diploma of Clinical Hypnosis and Strategic Psychotherapy (10450NAT) contains nationally recognised units of competency. This offers pathways into the qualification for participants who already have gained these units through completion of a relevant qualification from the HLT07 Health Training Package or the HLT Health Training Package, as well as pathways into other relevant Advanced Diploma qualifications, such as those included in the HLT07 Health Training Package or into relevant higher education qualifications. No formal articulation and credit transfer arrangements have been negotiated with other RTO's or higher education institutes. In addition, pathways into the Diploma of Clinical Hypnosis and Strategic Psychotherapy may exist for those with vocational experience but no formal qualifications.</p>				
Costs	Course	Tuition Fee	Materials/ Administration Fees	Total	Payment Schedule (Limited)
	Diploma of Clinical Hypnosis & Strategic Psychotherapy	\$11,995	Included	\$11,995	\$3,999 deposit plus, either i) SIX equal monthly instalments \$1,332.67 ii) TEN equal monthly instalments \$799.60 Except bank transfer fees. Upfront Costs available at a discount.
Entry Requirements and Selection Process	<p>All applicants must demonstrate the level of maturity required to be responsible for the care and support of a range of clients seeking clinical hypnosis and strategic psychotherapy services. Candidates must also have reasonable language, literacy and numeracy skills.</p>				
How to Enrol/ Apply	Please either call our Head office: 02 9977 7989, or email us: admin@aich.edu.au				
Contact Details	Epiphany Learning Pty Ltd Suite 13a, 1110 Middle Head Road, Mosman, NSW 2088				

Document details

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