



STUDENT HANDBOOK

Policies & Procedures



The Institute of Applied
Psychology Pty Ltd

RTO ID: 70206

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Welcome!

Welcome and congratulations! We are delighted you have chosen, or are considering choosing, to study with us at The Institute of Applied Psychology Pty Ltd (IAP).

IAP is a Sydney-based Registered Training Organisation (RTO). Our head office is located in the gorgeous tourist destination of the Lower North Shore and our courses are delivered nationally.

IAP runs courses in Clinical Hypnosis, Strategic Psychotherapy, Counselling, mental health, business and leadership, NLP Practitioner, NLP Masters, and Coaching. 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 and Barbara Adani established IAP as an RTO in October 2012 after training under the registered name of BEYONDNLP.

This handbook will provide you with the information you require to study with IAP.

ABOUT IAP

IAP is a worldwide leading educational institute delivering contemporary and world-class practical training in the field of applied psychology (both accredited and non-accredited).

As one of Australia's elite Registered Training Organisations (RTOs), our accredited courses are governed and audited by the Australian Skills Quality Agency (ASQA). This ensures high quality and robust training standards for thousands of students.

IAP's faculty consists of education experts and industry-leading professors, authors, and highly respected world leading clinical practitioners.

IAP stands firmly within the Ericksonian and neo-Ericksonian history of research-based strategic psychotherapy, clinical hypnotherapy, and neuro-linguistic programming.

Because of this, you can feel safe knowing that you are learning clinically proven methods with some of the best thinkers and practitioners in the world.

IAP's research-based training approach to education uses cutting-edge technology and applied methodologies that ensures our students are able to apply their learnings in the real world from day one.

As an educational institution, IAP contributes to research and learning through our many affiliations including:

- Australian Hypnotherapy Association.
- Australian Clinical Hypnotherapist Council.
- The Australian Counsellors Association (ACA).
- The International Counselling Association (ICA).
- International Institute of Complementary Therapies.



STUDYING THROUGH IAP

Studying with the IAP attracts unique benefits and learning experiences. Our academic staff provide optimum training in all aspects of NLP and hypnotherapy, counselling, relationship counselling and mental health, drawing on decades of extensive international training and industry experience.

IAP 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

Our commitment to you

IAP 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.

IAP 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.

EDUCATIONAL GUARANTEE

IAP is committed to providing quality 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 people 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).

CONTACT DETAILS

For any enquiries, please contact our Head office on 1300 380 681 or support@iap.edu.au. Office hours are Monday to Friday 9am to 5pm EST.



OUR COURSES

CHC43315 CERTIFICATE IV IN MENTAL HEALTH

COURSE OUTCOMES

This qualification reflects the role of workers who provide self-directed recovery-oriented support for people affected by mental illness and psychiatric disability. Work involves implementing community-based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community based non-government organisations, home based outreach, centre-based programs, respite care, residential services, rehabilitation programs, clinical settings, or supporting people in employment. Work is carried out autonomously under the broad guidance of other practitioners and professionals. To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

STUDY MODE

The course is delivered in hybrid mode with online learning components, tutorials (face-to-face and via our dedicated Zoom classrooms), and an 80-hour work placement.

A sound level of computer literacy is expected from students. Online delivery provides you with maximum flexibility, allowing you to study anywhere and anytime.

The majority of training materials and assessments are delivered online, you must have access to a good computer with Internet access. You have online access to your facilitator and other support.

WORKSHOPS/PRACTICAL SEMINARS

Virtual tutorials and workshops will be held throughout the course to provide practical application of your skills and knowledge.

Students will be provided with information about available workshops during their training. Attending these workshops is compulsory.

COURSE DURATION

The course is 18 months in duration.

ACCREDITATION

The CHC43315 Certificate IV in Mental Health is a nationally government accredited Qualification at level 4 of the Australian Qualifications Framework.

The Certificate IV is recognised by the International Institute of Complimentary Therapies and is a Pathway into the CHC51015 Diploma of Counselling.

INHERENT REQUIREMENTS

- A computer, adequate computer literacy skills, access to adequate internet facilities and be able to log on and use IAP's online computer learning portal.
- Access to clients for practice sessions.
- Language, literacy, and numeracy skills required to undertake studies at a Certificate IV 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 have completed an Australian High School Certificate or higher and 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.

ENTRY REQUIREMENTS

- Completed Year 12 or Certificate III qualification or overseas equivalent.
- Minimum 18 years of age.

COURSE STRUCTURE

To be awarded CHC43315 Certificate IV in Mental Health, students must successfully complete a total of 15 units of competency, comprising:

- 11 core units.
- 4 elective units, consisting of:
 - At least 2 units from the electives listed below, including at least 1 unit from the At-Risk group below.
 - Up to 2 units from any endorsed training package or accredited course – these units must be relevant to the work outcome.

CORE UNITS

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental and health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self-advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
HLTWHS001	Participate in workplace health and safety

At Risk Electives (one of these units **MUST** be selected for this qualification):

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS019	Recognise and respond to crisis situations

Other Electives:

CHCAOD001	Work in an alcohol and other drugs context
CHCCCS004	Assess co-existing needs
CHCCCS014	Provide brief interventions
CHCCCS017	Provide loss and grief support
CHCCCS018	Provide suicide bereavement support
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCPRP003	Reflect on and improve own professional practice
HLTAID011	Provide first aid (Cross credit only)

WORK PLACEMENT

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the assessment requirements of units of competency.

Work placement information is available in the Vocational Placement Kit supplied at enrolment. Students will be expected to source their own work placement. IAP will provide resources and support for students to help them find a suitable work placement.

RECOMMENDED STUDY SCHEDULE

You have 18 months to complete this qualification.

UNIT INFORMATION

Unit information for the units in the CHC43315 Certificate IV in Mental Health may be found on training.gov.au

11271NAT DIPLOMA OF CLINICAL HYPNOSIS AND STRATEGIC PSYCHOTHERAPY

OVERVIEW

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.
 - Have knowledge of clinical hypnosis.
 - Are suitable for work in clinical hypnosis.
- Others who may wish to:
 - Change the direction of their current career in a mental health area.
 - Add to or extend their skill set giving them the opportunity to broaden services they provide to their clients and add to their current range of analytical and clinical tools.

The 11271NAT 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).

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 11271NAT Diploma of Clinical Hypnosis and Strategic Psychotherapy are consistent with the AQF level 5 with graduates gaining technical and theoretical knowledge in a specific area of work and learning that they can 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 11271NAT Diploma of Clinical Hypnosis and Strategic Psychotherapy will demonstrate the application of knowledge and skills as follows:

- Depth in some areas of specialisation in known or changing contexts e.g., hypnosis for a range of common presenting issues.
- 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.
- 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.
- 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.

STUDY MODE

This course is delivered face to face (or live broadcast via a dedicated Zoom classroom) along with eLearning and online learning modules.

COURSE DURATION

The course is 18 months in duration. Extensions of up to 3 months are available.

ACCREDITATION

The 11271NAT Diploma of Clinical Hypnosis and Strategic Psychotherapy is a nationally government accredited course at level 5 of the Australian Qualifications Framework.

The course is fully recognised by various national and international industry associations.

INHERENT REQUIREMENTS

- A computer, adequate computer literacy skills, access to adequate internet facilities and be able to log on and use IAP's online computer learning portal.
- Access to mock 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 five 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.

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.
- Have 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 skills giving them the opportunity to.
- Broaden the services they provide to their clients.
- 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.

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 5 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.

COURSE STRUCTURE

To be awarded 11271NAT Diploma of Clinical Hypnosis and Strategic Psychotherapy, students must successfully complete a total of 10 units of competency, comprising:

- 8 core units (4 hypnosis units, 2 strategic psychotherapy units, and 2 counselling units).
- 2 counselling elective units.

CORE UNITS

NAT11271001	Work within a clinical hypnosis framework
NAT11271002	Prepare for clinical hypnosis session
NAT11271003	Provide clinical hypnosis session
NAT11271004	Monitor and evaluate clinical hypnosis interventions
NAT11271005	Develop clinical hypnosis and strategic psychotherapy practice
NAT11271006	Apply strategic psychotherapy techniques to clinical hypnosis work
CHCCSL001	Establish and confirm the counselling relationship
CHCLEG001	Work legally and ethically

Elective Units (choose 2 only):

CHCDIV001	Work with diverse people
CHCCCS019	Recognise and respond to crisis situations
CHCCCS014	Provide brief interventions
CHCFAM003	Support people to improve their relationships
CHCMHS001	Work with people with mental health issues

RECOMMENDED STUDY SCHEDULE

You will be provided with a recommended study schedule with your enrolment.

UNIT INFORMATION

UNIT CODE **NAT11271001**

UNIT TITLE APPLICATION Work within a clinical hypnosis framework

This unit applies to individuals who are working independently or as part of a small practice providing clinical hypnosis services to a range of clients.

Their work will require them to interpret and apply clinical hypnosis principles and practices, as well as understand personal boundaries and develop their own skills and knowledge in the area.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Elements describe the essential outcomes of the unit

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish philosophy and principles underpinning clinical Hypnosis

- 1.1 Research the historical origins and development of clinical hypnosis.
- 1.2 Investigate key principles underpinning clinical hypnosis and compare their application and impact on hypnotherapeutic approaches to a range of client issues.
- 1.3 Record findings of research into susceptibility to trance induction, trance induced process, trance induced states, hypnotic interventions and trance logic.
- 1.4 Evaluate models of clinical hypnosis through a range of client issues.

2. Investigate and compare approaches to clinical hypnosis into practice

- 2.1 Investigate detailed aspects of approaches to suit differing presenting clients and issues.
- 2.2 Compare various approaches and models and determine how they are integrated with clinical hypnosis.
- 2.3 Investigate own personal boundaries and their impact on the clinical hypnosis process.

3. Expand own skills and knowledge in clinical hypnosis

- 3.1 Pro-actively identify and respond to opportunities to expand own knowledge of clinical hypnosis.
- 3.2 Pro-actively engage in research, analyse and synthesise a variety of information to substantiate own views.

UNIT CODE **NAT11271002**

UNIT TITLE	Prepare for clinical hypnosis session
APPLICATION	<p>This unit applies to individuals who are working independently or as part of a small practice and who are required to prepare for a clinical hypnosis session with a client.</p> <p>This requires the application of a fundamental understanding of clinical hypnosis philosophies and practices in order to identify a range of client needs and determine an agreed treatment plan that meets those needs.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PRE-REQUISITE	Nil
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client needs	<p>1.1 Establish client's purpose for consultation.</p> <p>1.2 Explore and clarify client needs, objectives and expectations.</p> <p>1.3 Provide clear information about scope and limits of services to be provided.</p> <p>1.4 Recognise needs and contraindications to treatment that are beyond scope of own practice or best treated in other ways and refer to other healthcare professionals as required.</p> <p>1.5 Identify and respond to any barriers to information gathering and assessment.</p> <p>1.6 Seek client information respectfully and sensitively using questioning techniques.</p> <p>1.7 Take accurate and well-organised notes as required.</p>
2. Determine treatment plan	<p>2.1 Use professional judgement to draw conclusions about treatment needs.</p> <p>2.2 Explain to the client their role in co-operating and participating in the therapy and in accordance with the treatment plan.</p> <p>2.3 Use ongoing questioning to determine the client needs and the treatment plan.</p> <p>2.4 Respond to client questions about the treatment plan using language the client understands.</p> <p>2.5 Select methodologies that meet the client's needs and are consistent with the overall planned intervention.</p>
3. Confirm treatment plan	<p>3.1 Discuss treatment options with the client and agree on and confirm a recommended course of action.</p> <p>3.2 Discuss referral and collaborative options with the client as part of the treatment plan.</p>

4. Document the treatment plan

4.1 Finalise treatment plan in consultation with the client.

4.2 Store the treatment plan according to organisational procedures.

4.3 Follow confidentiality procedures to ensure that information is shared only by those who need access to the information.

UNIT CODE **NAT11271002**

UNIT TITLE	Prepare for clinical hypnosis session
APPLICATION	<p>This unit of competency describes the performance outcomes, skills and knowledge required to provide a clinical hypnosis session to a client.</p> <p>This unit applies to individuals who are working independently or as part of a small practice and who are required to conduct a clinical hypnosis session with a client. The individual is required to conduct the session applying the principles and practices of clinical hypnosis to assist diverse clients to achieve their desired objectives.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PRE-REQUISITE	DCHHYP502 Prepare for clinical hypnosis session
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare client for session	<ul style="list-style-type: none"> 1.1 Explain factors which may interfere with the effectiveness of the treatment. 1.2 Explain techniques that will be used in the session. 1.3 Follow established protocols to physically prepare the client for treatment. 1.4 Confirm client consent for treatment.
2. Facilitate an induction	<ul style="list-style-type: none"> 2.1 Conduct induction to facilitate a client entering into an open or closed-eye trance. 2.2 Use tone, pace and pitch of voice to facilitate the trance 2.3 Observe client for physical indicators of trance and the extent of the depth of the trance. 2.4 Deepen the trance experience using deepening techniques as required. 2.5 Provide positive reinforcement at all times to the client during the session. 2.6 Utilise the client's experiences and/or environmental stimuli to induce and deepen trance. 2.7 Identify physical signs of an abreaction. 2.8 Take notes as required throughout the session.
3. Apply therapeutic intervention	<ul style="list-style-type: none"> 3.1 Apply a range of hypnotic devices to support client outcomes. 3.2 Seek verbal feedback from the client whilst in trance. 3.3 Recognise client statements and construction that require reframing and provide constructive alternative perceptions. 3.4 Utilise strength-based practices to assist clients in addressing problems. 3.5 Adjust therapeutic intervention as required.

4. Reorient client and reinforce the therapeutic intervention

- 4.1 Provide clear directions to the client to return to present time.
 - 4.2 Shift voice pitch, tone and tempo to accommodate the reorientation.
 - 4.3 Provide sufficient time for the client to return fully to the present.
 - 4.4 Discuss the client's experience of the session and insights that they have gained.
 - 4.5 Identify opportunities to reinforce therapeutic lessons and discuss these with the client.
 - 4.6 Use post hypnotic suggestions to reinforce longer term outcomes.
 - 4.5 Use a range of strategies to support and reassure the client.
 - 4.6 Provide tasking activities to the client as required to reinforce interventions applied during the session.
 - 4.7 Record findings as required at the conclusion of the session.
-

UNIT CODE NAT11271004

UNIT TITLE	Monitor and evaluate clinical hypnosis interventions
APPLICATION	<p>This unit of competency describes the performance outcomes, skills and knowledge required to monitor and evaluate clinical hypnosis interventions both from an individual client and whole of practice perspective.</p> <p>This unit applies to individuals who are working independently or as part of a small practice and who are required to monitor clients participating in clinical hypnosis to identify the extent to which the work is meeting client needs and to make adjustments as required. Individuals also use this as an opportunity to identify areas of interest for further research to deepen their practice skills and knowledge.</p> <p>“No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication”.</p>
PRE-REQUISITE	DCHHYP503 Provide clinical hypnosis session
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish treatment outcomes	<p>1.1 Establish the outcomes of therapeutic intervention treatments based on previous clinical hypnosis and practice evidence.</p> <p>1.2 Evaluate and take account of the range of client factors that contribute to successful treatment outcomes.</p> <p>1.3 Adjust documented treatment evaluation criteria in response to treatment outcomes.</p>
2. Monitor client progress	<p>2.1 Build and maintain a relationship of trust with the client with active promotions of, and strict adherence to confidentiality</p> <p>2.2 Assess client progress in accordance with the clinical hypnosis framework using the information gathering techniques.</p> <p>2.3 Seek client feedback about impacts of hypnosis session using questioning, active listening and nonverbal communication.</p> <p>2.4 Identify factors that may be inhibiting client progress.</p> <p>2.5 Document findings within the treatment plan.</p>
3. Evaluate effectiveness of treatments	<p>3.1 Evaluate improvements or changes in the client and compare with expectations in the treatment plan.</p> <p>3.2 Evaluate treatment impacts in relation to the range of factors that contribute to successful treatment outcomes.</p> <p>3.3 Evaluate ways in which treatments may be adjusted for individual clients and across client populations.</p> <p>3.4 Document evaluation processes and outcomes.</p>

4. Review treatment

4.1 Review client treatment plans as required based on outcomes of evaluation.

4.2 Implement changes to treatment plan as required and in consultation with client.

UNIT CODE NAT11271005

UNIT TITLE	Develop clinical hypnosis and strategic psychotherapy practice
APPLICATION	<p>This unit of competency describes the performance outcomes, skills and knowledge required to develop a sustainable clinical hypnosis and strategic psychotherapy practice</p> <p>This unit applies to individuals who are working independently or as part of a small practice providing clinical hypnosis services to a range of clients. Their work will require them to communicate information about clinical hypnosis and strategic psychotherapy to a range of individuals and groups, as well as developing and growing their own practice both in an individual and/or organisational context.</p> <p>“No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication”.</p>
PRE-REQUISITE	Nil
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Represent clinical hypnosis and strategic psychotherapy framework	<p>1.1 Determine information needs of individuals and groups.</p> <p>1.2 Distil key messages that represent the philosophy and practice of clinical hypnosis and strategic psychotherapy.</p> <p>1.3 Communicate information about clinical hypnosis and strategic psychotherapy.</p>
2. Determine requirements for sustainable clinical hypnosis and strategic psychotherapy practice	<p>2.1 Research and analyse key issues that affect the development and sustainability of professional practice.</p> <p>2.2 Develop strategies to sustain clinical hypnosis and strategic psychotherapy practice.</p> <p>2.3 Review strategies to develop and sustain clinical hypnosis and strategic psychotherapy practice.</p> <p>2.4 Collate and document information to support professional practice.</p>
3. Develop approach to own practice	<p>3.1 Reflect on professional goals and aspirations.</p> <p>3.2 Identify and assess professional development opportunities.</p> <p>3.3 Identify strategies to address opportunities and constraints of individual personal circumstances that apply to scope of practice.</p> <p>3.4 Make decisions about the development of own practice.</p> <p>3.5 Develop practical strategies that address own practice goals.</p>

UNIT CODE NAT11271006

UNIT TITLE	Apply strategic psychotherapy techniques to clinical hypnosis work
APPLICATION	<p>This unit of competency describes the performance outcomes, skills and knowledge required to use strategic psychotherapy techniques in clinical hypnosis work.</p> <p>This unit applies to individuals who are working independently or as part of small practice and who apply strategic psychotherapy techniques in their clinical hypnosis work. Their work will require them to interpret and apply strategic psychotherapy principles and practices, as well as develop their own skills and knowledge in the area.</p> <p>“No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication”.</p>
PRE-REQUISITE	Nil
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish philosophy and principles underpinning strategic psychotherapy	<p>1.1 Define strategic psychotherapy and its application to a range of client issues.</p> <p>1.2 Investigate the historical development of strategic psychotherapy and key principles underpinning strategic psychotherapy.</p>
2. Integrate strategic psychotherapy into clinical hypnosis practice	<p>2.1 Draw on strategic psychotherapy philosophy to interpret client issues.</p> <p>2.2 Use interviewing skills to identify and confirm experiential gaps.</p> <p>2.3 Address the experiential gaps through discussion with the client and as part of the hypnotic intervention.</p> <p>2.4 Discuss the client’s experience of the session and insights they have gained.</p> <p>2.5 Identify opportunities to reinforce strategic therapeutic lessons and discuss these with the clients</p> <p>2.6 Use post hypnotic suggestions to reinforce longer term outcomes.</p> <p>2.7 Draw on strategic psychotherapy philosophy to interpret client issues.</p> <p>2.8 Use interviewing skills to identify and confirm experiential gaps.</p> <p>2.9 Address the experiential gaps through discussion with the client and as part of the hypnotic intervention.</p>
3. Extend and expand own skills and knowledge in strategic psychotherapy	<p>3.1 Pro-actively identify and respond to opportunities to expand own knowledge of strategic psychotherapy.</p> <p>3.2 Record and present strategic psychotherapy techniques used in clinical hypnosis work.</p> <p>3.3 Pro-actively engage and collaborate in self-assessment with peers.</p>

CHC51015 DIPLOMA OF COUNSELLING

OVERVIEW

This nationally recognised qualification provides the skills and knowledge you will need to work as a counsellor, particularly within the aged and community or home care sectors.

COURSE OUTCOMES

You will develop the skills to counsel clients and their family through grief and loss, major life changes, and your counsel staff within the performance management processes. Students can attend online virtual workshops offered throughout the course, which provide the opportunity to put skills into practice and be formally facilitated and mentored by our counselling experts.

STUDY MODE

The course is delivered completely online with no classroom attendance required. A proficient level of computer literacy is expected from students. Online delivery provides you with maximum flexibility, allowing you to study anywhere and anytime.

As all training materials and assessments are delivered online, you must have access to a good computer with internet access. You have online access to your facilitator and other support.

WORKSHOPS/PRACTICAL SEMINARS

Virtual workshops will be held throughout the course to provide practical application of your skills and knowledge.

Students will be provided with information about available workshops during their training. Attending these workshops is compulsory.

Sessions include:

- Spiel, Engagement and Concerns-Why do engagement? Getting presenting concerns.
- Micro skills & Therapeutic Questioning techniques (movement to therapeutic).
- CBT.
- Motivational interviewing.
- Brief-Solution focused.
- End of session opinion.
- Conceptualising a case.
- Getting a behavioural sequence.
- Reflection transference etc.- Self-care for therapists.
- Genograms -why and how.

COURSE DURATION

The course is 12-24 months in duration.

ACCREDITATION

The CHC51015 Diploma of Counselling is a nationally government accredited Qualification at level 5 of the Australian Qualifications Framework.

The CHC51015 Diploma of Counselling is fully recognised and approved by the Australian Counselling Association (ACA), the Certified Practising Counsellors Association (CPCA) and articulates into various related degrees in Australian Universities

INHERENT REQUIREMENTS

- A computer, adequate computer literacy skills, access to adequate internet facilities and be able to log on and use IAP's online computer learning portal.
- Access to clients for practice sessions.
- 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.

ENTRY REQUIREMENTS

Completed Year 12 or Certificate IV qualification or overseas equivalent and be at least 21 years of age.

COURSE STRUCTURE

To be awarded CHC51015 Diploma of Counselling, students must successfully complete a total of 17 units of competency, comprising:

- 13 core units.
- 4 elective units.

The IAP offering of the CHC51015 Diploma of Counselling also has the option of one specialisation (Clinical Hypnosis). To complete the Diploma with the Clinical Hypnosis specialisation, students MUST do all the NAT11271 elective units (*).

CORE UNITS

CHCCCS019	Recognise and respond to crisis situations
CHCCSL001	Establish and confirm the counselling relationship
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCCSL003	Facilitate the counselling relationship and process
CHCCSL004	Research and apply personality and development theories
CHCCSL005	Apply learning theories in counselling
CHCCSL006	Select and use counselling therapies
CHCCSL007	Support counselling clients in decision-making processes
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCPRP003	Reflect on and improve own professional practice

Elective Units (choose 4)

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCMHS001	Work with people with mental health issues
CHCFAM003	Support people to improve relationships
CHCCSL014	Provide brief interventions
CHCCCS017	Provide loss and grief support
NAT11271001	Work within a clinical hypnosis framework* [^]
NAT11271002	Prepare for clinical hypnosis session*
NAT11271003	Provide clinical hypnosis session*
NAT11271004	Monitor and evaluate clinical hypnosis interventions*

* These clinical hypnosis units must be taken together and form the 4 electives when done so.

[^] This clinical hypnosis unit may be taken with the other counselling electives units to form 4 electives

RECOMMENDED STUDY SCHEDULE

A recommended study schedule will be provided at the start of your enrolment.

UNIT INFORMATION

Unit information for the units in the CHC51015 Diploma of Counselling may be found on training.gov.au

CHC81015 GRADUATE DIPLOMA OF RELATIONSHIP COUNSELLING

COURSE OUTCOMES

This qualification reflects the role of individuals who work as family and/or couples relationship counsellors. They may work independently or in organisations, providing counselling interventions, (rather than counselling support) for families and/or couples experiencing relationship issues of a complex nature.

Counselling contexts may include pre- or post- separation and divorce or where the client has involvement with the Family Law system. Counsellors at this level are making high level, independent, complex judgements in highly specialised contexts. To achieve this qualification, the candidate must have completed 50 hours of work as detailed in the Assessment Requirements of units of competency. No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

STUDY MODE

The course is delivered in hybrid mode with online learning components, tutorials (face to face and via our dedicated Zoom classrooms), and 50 hours of work as detailed in the Assessment Requirements of the units of competency.

A sound level of computer literacy is expected from students. Online delivery provides you with maximum flexibility, allowing you to study anywhere and anytime.

A number of the training materials and assessments are delivered online, you must have access to a good computer with Internet access. You have online access to your facilitator and other support.

WORKSHOPS/PRACTICAL SEMINAR

Four Workshops will be held throughout the course to provide practical application of your skills and knowledge. Each virtual workshop consists of four (4) days of training.

Students will be provided with information about available workshops during their training.

Attending these workshops is compulsory and the hours attended will go towards the required 50 hours of work required for this qualification.

COURSE DURATION

The course is 24 months in duration.

ACCREDITATION

The CHC81015 Graduate Diploma of Relationship Counselling is a nationally government accredited Qualification at level 8 of the Australian Qualifications Framework.

INHERENT REQUIREMENTS

- A computer, adequate computer literacy skills, access to adequate internet facilities and be able to log on and use IAP's online computer learning portal.
- Access to clients for practice sessions.
- Language, literacy, and numeracy skills required to undertake studies at a Certificate IV 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 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.

ENTRY REQUIREMENTS

Entry to this qualification is open to individuals who:

- Hold an undergraduate degree or higher qualification in Counselling, Psychology, Social Work, Social Science or equivalent, or
- Hold a CHC51015 Diploma of Counselling from the CHC Community Services Training Package or equivalent, or
- Can provide documented evidence of previous experience in a family counselling environment in a job role involving the self-directed application of knowledge with substantial depth in some areas, the exercise of independent judgement and decision making, and a range of technical and other skills.

COURSE STRUCTURE

To be awarded CHC81015 Graduate Diploma of Relationship Counselling, students must successfully complete a total of 11 units of competency, comprising:

- 5 core units
- 6 elective units, consisting of up to 6 units from the electives listed below, from any endorsed training package or accredited course.
 - These units must be relevant to the work outcome.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

CORE UNITS

CHCDFV008	Manage responses to domestic and family violence in family work
CHCFCS001	Facilitate the family counselling process
CHCFCS002	Provide relationship counselling
CHCFCS003	Provide counselling to children and young people
CHCPRP007	Work within a clinical supervision framework

Elective Units

(PLEASE NOTE: Not all electives listed below will be available)

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS029	Work with involuntary and mandated clients
CHCCDE004	Implement participation and engagement strategies
CHCCSM006	Provide case management supervision
CHCDFV002	Provide support to children affected by domestic and family violence
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities
CHCDFV006	Counsel clients affected by domestic and family violence Work with users of violence to effect change
CHCDFV007	Work with users of violence to effect change
CHCDFV009	Establish change promoting relationship with users of domestic and family violence
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence
CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence
CHCDFV013	Manage domestic and family violence and abuse screening and risk assessment processes
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCFAM001	Operate in a family law environment
CHCFAM002	Work with a child-focused approach
CHCFAM007	Assist clients to develop parenting arrangements
CHCFAM008	Work within a child inclusive framework
CHCFCS004	Provide grief and loss counselling

CHCGRP005	Plan and provide group counselling
CHCPOL002	Develop and implement policy
CHCYTH010	Provide services for young people appropriate to their needs and circumstances
CHCYTH011	Work effectively with young people and their families
HLTAHW049	Work effectively in social and emotional wellbeing
HLTAHW050	Develop a healing framework for social and emotional wellbeing work
HLTAHW051	Respond to loss, grief and trauma
HLTWHS004	Manage work health and safety
BSBLDR801	Lead personal and strategic transformation
BSBLED806	Plan and implement a coaching strategy
BSBMGT605	Provide leadership across the organisation
BSBRES801	Initiate and lead applied research

WORK PLACEMENT

To achieve this qualification, the candidate must have completed at least 50 hours of work as detailed in the assessment requirements of units of competency.

Some of these hours may be gained through full participation in the compulsory workshops.

RECOMMENDED STUDY SCHEDULE

You have 24 months to complete this qualification.

UNIT INFORMATION

Unit information for the units in the CHC81015 Graduate Diploma in Relationship Counselling may be found on training.gov.au

THE INSTITUTE OF APPLIED PSYCHOLOGY CODE OF CONDUCT (T&S)

IAP is responsible for ensuring ongoing compliance with the Standards for Registered Training Organisations, including where services may be delivered on the RTO's behalf. The Chief Executive Officer is responsible for ensuring that the operations, staff and students of the RTO complies with the requirements of the VET Quality Framework, which includes the following:

- The Standards for Registered Training Organisations (RTOs) 2015.
- The Australian Qualifications Framework.
- The Fit and Proper Person Requirements 2011.
- The Financial Viability Risk Assessment Requirements 2011.
- The Data Provision Requirements 2012.

IAP will ensure that compliance applies across all of its operations within the RTO's scope of registration, as listed on the National Register (<http://www.training.gov.au>). (5.3)

IAP has policies and procedures in place for ensuring compliance with the VET Quality Framework, which are distributed to staff and students as part of their induction process. These policies and procedures include how the RTO will comply with the following:

Standards for Registered Training Organisations 2015

Standard 1 – Training and Assessment

- Learners benefit from high-quality training that equips them for employment and/or further study in their chosen field.
- Learners are confident they hold the skills and knowledge their certification describes and are well-equipped to undertake relevant tasks safely and productively.
- Graduates have enhanced employment prospects because employers are confident in their abilities.

Standard 2 – Quality Assurance Strategies

- Learners are confident that the quality of training is monitored to ensure it meets their needs and the needs of employers.

Standard 3 - Certification

- Learners receive certification that clearly documents their skills and knowledge in a timely manner.

Standard 4 - Marketing

- Learners can make informed choices that the RTO has training that meets their needs with clear and accurate information including information about the performance of the RTO.

Standard 5 – Students rights and obligations

- Learners can make informed choices about the RTO and the training program that best suits their needs.
- Learners know who is delivering their training and who is issuing any qualification or statement of attainment.
- Learners are aware of their rights and responsibilities.

Standard 6 – Complaints and appeals

- Learners have any concerns about their training or assessment addressed promptly and equitably.

Standard 7 - Governance

- Learners know their provider is stable and well-governed, so are confident it will continue to operate and be properly resourced to deliver training.
- Learners know that their exposure to financial loss is limited in the case of a provider closing or not being able to provide the training.

Standard 8 – Compliance with legislation

- Learners are assured that our RTO is monitored by a regulator that has accurate, up-to-date information about the provider.
- Learners are confident our RTO complies with relevant legislation and regulatory requirements.
- Learners are aware of requirements that relate to their training.
- Learners can make informed choices about the RTO using accurate and up-to-date information

Australian Qualifications Framework

- Adhere to the requirements of the AQF Qualifications Issuance Policy.
- Adhere to the requirements of the AQF Qualifications Pathways Policy.

Fit and Proper Person Requirements

- All senior management, or persons who would have a significant impact on the RTO, are required to complete and submit a Fit and Proper Person form to the National VET Regulator.

Data Provision Requirements

- Collect and store student and training records within an AVETMISS compliant Student Management System (DPR 4).
- Collect data on behalf of the National VET Regulator against the AVETMISS requirements (DPR 4.1).
- Collect data on behalf of the National VET Regulator against the Quality Indicators (DPR 6).
- Submit annual reports to the National VET Regulator on data collected (DPR 7).

Working with Children Check

- All trainers and assessors are required to undertake a Working with Children Check prior to commencing training and assessment if they will be delivering training and assessment to students under the age of 18 years.

STUDENT RESPONSIBILITIES

As a student with IAP, you are responsible for your own actions. This includes:

- Complying with the policies and procedures within the student handbook.
- Participating in all training activities by asking questions and interacting with other students.
- Communicating with the trainer about any struggles that you may be having, especially if it will affect your training and assessment.
- Thinking of the classroom as your workplace - are you a good work colleague?
- Dressing appropriately for the classroom, as if you would dress for your workplace.
- Using your brain and challenging yourself in the classroom. You will thank yourself later when you have a better understanding of the training that was delivered.
- Completing all assessment requirements required to determine your competency.
- Cooperating with trainers, assessors, RTO staff and students in the conduct of training and assessment.
- Pay all course fees prior to course commencement.
- Finding ways to relate to your reading and writing. What original thoughts and experiences can you bring to the course to make it come alive for yourself?
- Being in the training and participating. Don't jeopardise your own learning by not participating.
- Surround yourself with other students who can help you. You don't have to be best friends with everyone you seek advice from but find friends or acquaintances that will help you to be the best of you.

STUDENT CONDUCT

As a student with IAP, 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, contact 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 people 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.

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, victimised, or discriminated against on any basis.
- Learn in a supportive environment, which is free from harassment, discrimination and victimisation.
- Learn in a healthy and safe environment where the risks to personal health and safety are managed and minimised.
- Have their personal details and records kept private and secure according to our Privacy and Confidentiality and Record Keeping policies and procedures.
- Access the Information Privacy Policy.
- Access the information the IAP 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 IAP 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.

Student's Responsibilities

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

- Treat all people with fairness and respect and not do anything that could offend, embarrass, or threaten others.
- Not harass, victimise, 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 any articles or items that may threaten the safety of self or others on any premises being used for training purposes.
- Notify us (via the student portal) if any of their personal or contact details change.
- Provide relevant and accurate information to the IAP 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 IAP if any difficulties arise as part of their involvement in the program.
- Notify IAP 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 the IAP.
- Make payments for their training within agreed timeframes.
- Comply with state and commonwealth legislation during their participation in vocational education and training.

INSTITUTE OF APLIED PSYCHOLOGY – TERMS AND CONDITIONS

Please read these terms and conditions carefully. Your enrolment shall be deemed to be your understanding of, and agreement to each of the terms and conditions set forth below.

1. COURSE ATTENDANCE

At least 80% of practical sessions must be attended to constitute a pass in attendance.

2. ENROLMENT GENERAL REQUIREMENTS

Students must meet the following criteria to be eligible to enrol in this course:

- 2.1. The student must consider these Terms and Conditions including the Mental Health Declaration at section 23 of this document.
- 2.2. The student must declare any and all medical requirements (mental and physical) which may affect their ability to participate in the course.
- 2.3. The student has the required level of English proficiency for the level of study to be undertaken.
- 2.4. The student must demonstrate a reasonable and working ability to effectively use email, web browsers, student portals, and online communication platforms such as Zoom.
- 2.5. The student must have access to a stable internet connection, a computer, and a printer.

3. CONFIRMATION OF PLACE

- 3.1. The student's place within the course is not confirmed until IAP has received a fully completed Student Enrolment (electronic), fees have been paid in full or a payment plan agreement has been commenced, and we have received your signed and accepted terms and conditions.
- 3.2. If paying for the course up-front and in full, once the full course amount is received along with the signed terms and conditions, the student will be granted access to online resources (video and audio files, eLearning modules, resources, and student support) and the student will be considered to have started the course and no refunds will be issued.
- 3.3. Arrangements for payments for courses through third party lenders are considered to be up-front in full payments and are treated as such for the purposes of enrolment.
- 3.4. If paying by payment plan, once the student has paid the minimum amount for the first payment agreed to with IAP, and we have received the signed terms and conditions, the student will be granted access to online resources (video and audio files, eLearning modules, resources and student support) and you will be considered to have started the course, and no refunds will be issued.

4. MODE OF DELIVERY AND RESCHEDULING OF TRAINING

- 4.1. IAP reserves the right to postpone or reschedule courses due to unforeseen circumstances including, but not limited to, low enrolments, pandemics, and any other situation whatsoever outside of IAP's control.
- 4.2. IAP will make every effort to ensure that participants in postponed courses are placed in the next available instance of the course.
- 4.3. Any change in the mode of delivery does not constitute a cancellation of the course.

5. CANCELLATIONS AND WITHDRAWALS

- 5.1. For all accredited and non-accredited courses (courses), the student may cancel their enrolment if they are within 14 days of enrolment and they have not accessed any of the resources, units, readings, eLearning modules, etc.
- 5.2. The student is deemed to have commenced their course at IAP at the time of enrolment and/or at such time as they are given access to the course and the learning resources. This means that even if the student has not accessed any of the resources, no refunds are available if the student withdraws after 14 days of your enrolment. Please note that practical sessions (scheduled or otherwise) are part of the course but do not constitute the start and end of the course.
- 5.3. All enrolment withdrawals must be requested by submitting a completed student withdrawal form and sent to student support via email (support@iap.edu.au).
- 5.4. Any approved refunds of courses fees paid via a third- party loan provider will have the relevant merchant fee (which was paid by IAP on top of the course fee) deducted from any monies refunded.
- 5.5. Any approved refunds of course fees paid upfront and in full by the student will incur a \$500 administration fee.
- 5.6. Any approved refunds of course fees paid as part of an IAP payment plan will incur a \$500 administration fee.
- 5.7. Any approved refunds of course fees paid as part of any other payment method or service will attract an administration fee if a refund is issued. This administration fee will vary depending on the payment facility used which will be stated on the receipt.
- 5.8. Any withdrawal or refund application is subject to the terms and conditions of IAP.
- 5.9. A refund is not guaranteed outside of the cooling-off period and is subject to the full terms and conditions and the CEO's approval.
- 5.10. Any refund will take approximately 6-8 weeks to analyse, confirm and process.
- 5.11. Awards will not be issued until all fees are paid.

6. DEPOSITS

- 6.1. Any and all deposits which are paid by a student are non-refundable.

7. SEMINARS, WEBINARS AND SPECIAL EVENTS

- 7.1. At least two (2) weeks prior to the first day of the event with a \$100 administration charge, any deposit you have made will not be refunded.
- 7.2. The student will not be entitled to any refund less than two (2) weeks prior to the first day of the event.
- 7.3. Any deposits made are non-refundable.
- 7.4. If the student does not attend an event and does not advise IAP within the above stated timeframes, no refunds will be issued.

8. TRANSFER/SPLIT COURSES

- 8.1. Provided we are advised at time of booking, IAP does not charge a fee for participants attending more than one scheduled course to complete all required modules.
- 8.2. It is the participant's responsibility to ensure courses are completed within any statutory timeframes.
- 8.3. The student may transfer their full course to another timetabled iteration provided they have not commenced the course. The student is required to give us 14 days' written notice. No transfer will be allowed if they have started the course.

9. SWITCHING COURSE COHORTS

- 9.1. IAP charges \$250 for a full and complete switch to another timetabled course. This switch is essentially entering a new timetabled instance of the same course, and any previous enrolment will be deleted.
- 9.2. Switching timetabled instances of courses will not be approved once the student has completed 50% of the course.

10. COMPLETION

- 10.1. If the participant does not satisfactorily complete the requirements for the award, and/or fails to attend more than one-quarter of the course's total days without prior arrangement, no refund will be given. Certification is determined at the discretion of the faculty and includes personal suitability to practice.
- 10.2. Attendance of the course and completion of assignments does NOT guarantee certification.
- 10.3. Certificates or awards will not be issued until all fees are paid.

11. DEFERRAL

- 11.1. The student can defer their attendance at the course. However, once the student decides to defer their course, they will not be eligible for a refund for a change of mind after the deferral date.
- 11.2. Deferrals are normally allowed once and for a period of no more than 12 months.

12. EXTENSIONS

- 12.1. The student can apply for extensions for their course. The cost ranges from \$2.50 to \$5.00 a day. Applications can be made on the Extension Form and will be assessed by Student Administration. Extensions beyond 3 months will not typically be approved.

13. NON-ATTENDANCE

- 13.1. If the practical training sessions have started and the student fails to attend the sessions into which they are enrolled without prior notice to us, the student will be charged for the full price of the course, and they will not be eligible to transfer to another course.

14. LIMITATIONS TO OUR COURSES

- 14.1. IAP does not guarantee or assure or promise that students will know all there is to know about topics covered in the courses at the end of the course.
- 14.2. Although our courses can fulfil the education and training requirements of national and international professional bodies, IAP itself does not accredit or license any graduates as coaches, hypnotherapists, counsellors, or practitioners of any kind whatsoever. Professional accreditation, recognition, or licensing is normally attained through membership in the relevant professional body or bodies as appropriate to the profession.
- 14.3. Although limited instruction may be offered, IAP courses are not designed to teach how to build or grow a business or clinic or any therapy practice.
- 14.4. Although our courses typically satisfy all the training requirements for membership into various associations, IAP courses do not automatically provide you membership into any association (e.g., the AHA, ACA).
- 14.5. IAP courses provide training and education and are not to be considered therapy or treatment in any way whatsoever.
- 14.6. IAP is not liable for any third-party claims against the student for losses or damages as a result of the courses.

15. COURSE CONTENT & QUALITY

- 15.1. IAP has no liability for any errors or omissions in the materials, whether provided by IAP or by third parties.
- 15.2. While all care is taken in providing training and development services, IAP does not accept any liability for the use made by a client or its employees or agents of any training products
- 15.3. We warrant that we will employ trainers with the appropriate skills, as we determine, to teach our courses.
- 15.4. The student is solely responsible for results achieved by using any materials or skills learned in any of our courses.
- 15.5. IAP reserves the right to change, edit, adapt, or otherwise change any course or unit, for improvement and rectification, and to implement any required changes that may come about as a result of internal and external audits and standard validation and continuous improvement processes.

Standards and Code of Conduct for Students

16. OBLIGATIONS OF STUDENTS

(Students' responsibilities as outlined in the IAP Student Code of Conduct and the IAP Context of Learning)

- 16.1. Students are expected to act with integrity at all times.
- 16.2. Students must only submit work that is their own, or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilized in the development of the work.
- 16.3. Students must notify us immediately if you feel you are not coping mentally, emotionally, or psychologically with any parts of the training.
- 16.4. Students must notify the RTO Manager immediately of any concerns you may have with staff or students.
- 16.5. Students must provide relevant and accurate information to IAP in a timely manner.
- 16.6. Students must approach their course with due personal commitment and integrity.
- 16.7. Students must read, understand, accept, and work within the IAP Context of Learning Statement.
- 16.8. Students must complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on copyright.
- 16.9. Students must make regular contact with their trainer/assessor.
- 16.10. Students must prepare appropriately for all assessment tasks, visits and training sessions.
- 16.11. Students must notify IAP if any difficulties arise as part of their involvement in the program.
- 16.12. Students must notify IAP if they are unable to attend a training session for any reason at least 24 hours prior to the commencement of the activity.
- 16.13. Students must make payments for their training within agreed timeframes, where relevant.

17. DRUGS AND ALCOHOL

- 17.1. IAP requires students to participate in learning whilst free from the influence of any substance including drugs and alcohol, which may prevent them from learning activities safely and effectively.
- 17.2. Being under the influence of any substance jeopardises our commitment to working and learning together, with the potential to impact the institute, staff, students and even our communities.
- 17.3. IAP reserves the right to expel, suspend or terminate the enrolment of any student found to be in an IAP training under the influence.
- 17.4. We encourage anyone who may have an alcohol or drug problem to seek assistance.

18. ADDRESSING ISSUES OF CONCERN

- 18.1. If the student has a concern with the facilitators, assessors, any staff, or another student, they should immediately make the RTO Manager aware of their concern in writing via email.
- 18.2. The RTO Manager will advise on a course of action to deal with any concerns.

19. EFFECTIVE LEARNING AND THE CONTEXT OF LEARNING

- 19.1. IAP believes that effective learning, especially in the education and training of hypnotherapists, counsellors and coaches, needs to be supported by critical thinking and critical thinking skills.
- 19.2. As such our courses and assessments are designed and delivered within a critical thinking framework.

CRITICAL THINKING IN LEARNING

The key parts of critical thinking that students will encounter throughout their courses at IAP are the need to be open-minded, the need to be prepared to challenge assumptions (yours and those of others), and the need to be willing to gather, evaluate and analyse data and evidence.

- In IAP courses, your own experiences and understanding are valued, however they are always open to challenge (in the learning process).
- This means that in your course you may be presented with opinions, research, and evidence that may challenge your understanding of the world; these will challenge your assumptions. It is your responsibility to use critical thinking skills when this happens.
- When you are presented with something that challenges your belief of yourself, others, and the world, it is a learning experience which has been designed to teach you to think critically and, if necessary, challenge assumptions.
- It is important that you enter any course of the study at IAP with a willingness to be open-minded, an awareness that the challenging of assumptions will be part of the learning, and that your responsibility for your learning includes the gathering, evaluation and analysis of what is presented and what is researched.

If you are not wanting to be challenged, then you should reconsider doing this study.

20. DISCIPLINE AND TERMINATION

- 20.1. From time to time, there may be incidents of student plagiarism, cheating, collusion, and other incidents of misconduct which IAP is required to act upon in order to uphold the value of assessment outcomes, the reputation of the nationally recognised training provided, and/or the safety and well-being of students and staff.
- 20.2. IAP has zero tolerance when it comes to bullying, harassment, violence, discrimination, and vilification. Immediate termination of enrolment may be enforced in instances of bullying, harassment, vilification, violence, and discrimination.
- 20.3. In any instances of any misconduct, IAP will take disciplinary action as per the IAP Student Discipline Policy and the IAP Student Discipline Procedure, which may lead to termination of enrolment.
- 20.4. Misconduct is defined as any unacceptable behaviour such as bullying, harassment, vilification, inappropriate chatter, cheating, plagiarism, collusion, violence (physical or verbal), discrimination, or any other behaviour that negatively affects the group.

- 20.5. IAP may terminate a student's enrolment for misconduct at any time, at its sole discretion. In the event of misconduct, IAP will not provide a refund of course fees or deposit.
- 20.6. IAP may terminate a student's enrolment for unpaid course fees at any time, at its sole discretion.
- 20.7. IAP will take immediate and necessary disciplinary action in response to instances of misconduct, including immediate termination of enrolment.

21. COPYRIGHT AND TRADEMARKS

- 21.1. Copyright of all materials is owned by IAP unless otherwise stated.
- 21.2. The student agrees not to copy or use IAP copyrighted materials and resources without IAP's expressed prior written consent, beyond allowable limits under the Copyright Act.
- 21.3. The student agrees not to use, transmit, publish, or make available in any way (including online, offline or through any other communication carriageway) any IAP course materials, IAP trademarks or IAP copyrighted resources unless they have expressed prior written consent from IAP. Any attempt to do so may result in damages.
- 21.4. The student agrees not to use our trademark, trade names, or other designations in any promotion without our prior written consent. Any attempt to do so may result in damages.

22. WORKPLACE HEALTH & SAFETY

- 22.1. IAP aims to ensure the health, safety, and welfare of all its participants and others involved in its online training programs. Similarly, participants must also be aware of their duty to take responsible care of the health and safety of others and respect the rights of other participants and trainers.
- 22.2. Participants are required to comply with the rules of conduct in the online training environment and follow any reasonable instructions from the trainer. Failure to do so may result in the attendee's termination from a course.

23. COMMON TERMS

- 23.1. Our obligations hereunder are conditional on your performance of your responsibilities under these terms and conditions.
- 23.2. The student agrees not to assign, or otherwise transfer their rights under this agreement without our prior written consent. Any unauthorised attempt to do so is void.

24. MENTAL HEALTH DECLARATIONS

Due to the personal nature of the course, you are required to disclose to IAP if you have ever been diagnosed with a mental illness or other condition (previous or current) at the point of enrolment which may affect your ability to participate in the course. In the event that you have disclosed a medical condition (mental or physical) that may affect your ability to safely complete the course, we may direct you to provide adequate medical clearance from a medical practitioner of our choosing. Based on medical advice we reserve the right to reject your enrolment application.

As part of my enrolment, I further agree to the following:

- If I experience any physical, emotional, or psychological pain or discomfort during the sessions, I will immediately inform the trainers and cease performing any of the session exercises.
- I further understand that training should not be constructed as a substitute for medical and psychological examination, diagnosis, or treatment and in no way constitutes or be constructed as such.
- I understand that the trainers and IAP are not qualified to perform, diagnose, prescribe, or treat any physical or mental illness, and that nothing said in the course of the sessions should be constructed as such.
- Because hypnosis should not be performed under certain medical or psychological conditions, I affirm that I have stated all my known medical, psychological, or psychiatric conditions, and answered all questions honestly.
- I agree to keep the trainers and IAP updated as to any changes in my medical profile during the sessions and agree that there shall be no liability on the trainers or promoters of the workshops.
- I further acknowledge that a possible consequence of the said sessions is that one or a number of previously hereto unknown medical or psychological conditions might arise or be uncovered and hereby indemnify the trainers and IAP from any liability in the event of such occurrences.
- I further indemnify the trainers and IAP from any costs, injuries, current and future damages and liability arising from or as a consequence of the sessions, and I also understand that the trainers and/or IAP reserve the right to refuse or cease to train anyone whom they deem to have a condition for which the sessions is contraindicated or unsuitable for, at any point prior or during the workshops without having to give any prior or extended notice.

These Terms and Conditions are subject to change at the discretion of IAP.

ENROLEMENT FORM

All students are required to complete an enrolment form (electronic) prior to course commencement to ascertain contact details, Unique Student Identifier, course of interest, emergency contact details, whether there is any recognition of prior learning and to collect the relevant statistical information required for AVETMISS reporting.

Students are required to sign the Terms and Conditions of enrolment, which include the student's rights and responsibilities. The Terms and Conditions are available on the iap.edu.au website and are emailed to students (for electronic signing) upon enrolment.

A copy of the enrolment form is made available to the learner, in line with the Australian Consumer Law requirements, and will be in the student portal.

The RTO Manager is responsible for ensuring each student has completed an enrolment form prior to course commencement.

Enrolment and Selection

1. The student is responsible for notifying IAP if they have a medical condition or disability or require assistance in their training.
2. A deposit must accompany enrolment to secure a placement within a course,
3. It is the student's responsibility to note the date, time, and location of the course as advertised.
4. Courses with low enrolments may be cancelled. If this occurs, students will be contacted. The student must ensure their contact details are correct.
5. Requests from the student to transfer or credit their course placement due to changed personal circumstances will be considered and every effort will be made to ensure a placement into an alternative course.
6. If the student is unable to complete their course due to changed personal circumstances, the RTO will make every effort to ensure they are placed into an alternative pre-scheduled course.
7. Students can only join after the course commencement date if they meet all prerequisites. Full course fees are still payable for late enrolments.
8. The RTO reserves the right to decline admission to a course, terminate a student's enrolment in a class, or change a trainer/assessor at any time without notice.
9. Students who participate in courses involving physical activity, field trips, practical demonstrations etc. do so at their own risk. The RTO's students are covered by public liability insurance whilst working within the RTO's premises.
10. An information session is offered to students to provide them with further information about the course to assist them with making an informed decision about enrolling into a course. The information session is only applicable for full qualifications. Please refer to the course flyer for information on course fees, including any required deposit; administration fees; materials fees and any other charges (if applicable).
11. If a student is identified as having a disability and requiring further support, please refer to the Support Services section in this manual.

Course fees, payment information and refunds

Payment Arrangements

- All enrolment fees, administrative charges or other charges must be paid by the specified due dates.
- Payment may be made by EFTPOS, direct bank deposit, or credit card.
- Course fees may be paid in instalments according to an agreed payment schedule. IAP will provide information and inform students of these arrangements prior to the student enrolling. Students who enter a payment schedule commit to paying all required course fees, prior to completion of the course.
- Payment plans are created through the Student Management System (Axcelerate) and are managed by EzyPay.
- Payment plan terms and amounts vary depending on the course fee, any deposits paid, and the student's choice of payment timeframes.

Non-payment of Fees

All fees and charges must be paid by the due date. Failure to pay fees and charges may result in any or all of the following, until the full amount is paid:

- Suspension from attending or participating in the course.
 - Exclusion from assessment activities.
 - Withholding of qualification and academic record.
 - Exclusion from any future enrolments at IAP
 - Termination of the enrolment.
1. In line with the RTO's Fee Protection Policy, the RTO will not collect more than \$1,500 prior to course commencement.
 2. Certificates and Statements of Attainment are issued to students who are assessed as competent in the units successfully completed. The cost of the certificates is included in the course fees.
 3. Refunds may be made in the following circumstances:
 - a. Participants have overpaid the administration charge.
 - b. Participants enrolled in training that has been terminated by the RTO.
 - c. Participant advises the RTO prior to course commencement that they are withdrawing from the course.
 - d. If the participant withdraws from a course or program, prior to course commencement, due to illness or extreme hardship as determined by the RTO.
 - e. In the event that the RTO fails to provide the agreed services.
 4. A deposit of no more than \$1,500 is required prior to course commencement; this deposit is to confirm a place in the course. Please refer to the Course Flyer for the deposit amount required.
 5. An administration fee of \$50 is required to be paid prior to course commencement which is included within the deposit fee but may be entitled to a refund of the remaining deposit. If the student withdraws from the course prior to course commencement, they will forfeit this administration fee. If the total course fee is less than \$150, then the total of the course is to be paid prior to course commencement to secure a place within the course.
 6. No refunds will be issued once the student has commenced the course.
 7. Students are responsible for the safe storage of their certificates and Statements of Attainment. If a student requires a reissue of their certificate or Statement of Attainment, a certificate re-issue fee of \$80 will be charged.

Additional Fees and Charges

COURSE	TUITION FEE	ADMIN FEE	TOTAL DUE	TOTAL DUE
Re-sit all hypnosis practical sessions	\$2000	INC.	\$2000	Immediate
Extensions		\$2.50-\$5.00		Immediate
RPL assessment	100% of unit fee	\$500	Varies	Admin fee due immediately; Unit fee(s) due when assessment is finalised.
Re-assessment	All course fees included	\$160* up to three (3) attempts at assessment per unit		
Re-issuing of testamur and statements		\$80		

*Where an additional assessment is required in order to achieve competency, this additional re- assessment fee will be charged per additional assessment.

Cooling Off Period

The RTO protects the rights of the learner including but limited to the statutory requirements for cooling-off periods.

Students are eligible to cancel their enrolment by placing a formal notice of withdrawal in writing to the RTO manager (on the prescribed withdrawal form) within 14 days of enrolment, unless the student has already commenced the training. Please refer to the Refund Policy for the process of acquiring a refund.

Consumer Guarantee

IAP guarantees that the services provided will be:

- Provided with due care and skill.
- Fit for any specified purpose (express or implied).
- Provided within a reasonable time (when no timeframe is set for the training).

On the enrolment form, the supply of services states when the services will be provided and the date they will be completed. If the enrolment agreement form does not include the dates, i.e. for RPL or on the job training, the RTO guarantees to supply the service within a reasonable timeframe. What is 'reasonable' will depend on the nature of the training and other relevant factors such as the students' ability to complete the training and assessment.

What Happens If This Guarantee Is Not Met?

In the first instance, the student should submit a complaint to the RTO identifying where the RTO has not met its requirements against the Consumer Guarantee, please refer to the Complaints and Appeals Policy on page **68** for how to submit a complaint.

If a student believes that the RTO has failed to meet one or more of the consumer guarantees, they are entitled to a remedy – for example, a refund, a further service to rectify the problem and in some circumstances compensation for consequential loss. In line with the complaints and appeals process, the RTO will provide the appropriate remedy.

If the problem is minor and can be fixed, the RTO will choose how to fix the problem.

The consumer cannot cancel and demand a refund immediately. The RTO must have an opportunity to fix the problem. If the complaints process takes too long, the consumer is eligible to cancel the service and request a refund.

In the event of a major problem, and the RTO is unable to fix the training service, the consumer can choose to:

- Terminate the contract for services and obtain a full refund, or
- Seek compensation for the difference between the value of the services provided compared to the price paid.

A purchased service has a major problem when it:

- Has a problem that would have stopped someone from purchasing the service if they had known about it,
- Is substantially unfit for its common purpose and can't easily be fixed within a reasonable timeframe,
- Does not meet the specific purpose the consumer asked for and can't easily be fixed within a reasonable timeframe, or
- Creates an unsafe situation.

IAP is not required to provide a remedy or refund if a consumer:

- Simply changes their mind and decides they do not wish to go ahead with the training.
- Discovers they can buy the training more cheaply elsewhere.

Changes to Agreed Services Process

CHANGE OF THIRD PARTY In the incidence of a third-party arrangement changing between the RTO and a third party, the following process is to be followed	CHANGE OF LOCATION In the incidence of a change in training venue or location, the following process is to be followed	CHANGE OF TRAINER In the incidence of a change of trainer/assessor, the following process is to be followed	CHANGE OF OWNERSHIP In the incidence of the RTO being taken over by new owners, in accordance with P&P 8.1, the following process is to be followed
ASQA is notified of new third-party arrangement through ASQAnet.	Confirm details with new training venue.	Confirm with new trainer that they are available to take over the responsibilities.	Submit ASQA form to ASQA within 90 calendar days of the change of ownership.
Students are notified in writing of the new third-party arrangement, including any conditions and contact details of the new third party.	Confirm in writing to the students the new location of the training venue, including the provision of a map.	Confirm in writing with the students the details of their new trainer, including when they will be commencing and assuring students that the trainer will be provided with a full handover.	Process Statements of Attainment for all existing students, providing the students with a current status of their course enrolment.
	Update marketing materials with new location (if applicable).		Notify students in writing of the change of ownership and the process for ensuring that students are provided with a copy of their Statement of Attainment.

Training Evaluation Form

The purpose of the training evaluation form is to collect feedback from students on the delivery of training and assessment, including training facilities, the trainers' skills and knowledge, the resources utilised for delivery of training, and overall satisfaction ranking with the course.

At the midway point and completion of each training program, a training evaluation form is to be sent out to the participants for completion. The training evaluation forms are to be collected, and the relevant trainer will prepare a summary of the evaluations to be given to the RTO Manager for review at the monthly quality and compliance meetings.

In addition to training evaluation, the RTO will conduct random surveys and interviews with industry leaders, clients, students, and other community bodies to identify future needs in training.

The RTO Manager will report both positive and negative feedback to the relevant people for discussion. Feedback regarding delivered programs is to be discussed with the trainer that delivered the training with positive feedback being acknowledged. These discussions are to assist in the revision and adjustment of training material and delivery methods and enable to trainers' professional development.

Any complaints or issues that are identified from feedback are to be recorded in an opportunity for improvement form for action. Once action has been taken the opportunity for improvement form is to be filed into the opportunity for improvement register. Forms filed into the folder are reviewed at the monthly quality and compliance meetings.

Language, Literacy and Numeracy (LLN)

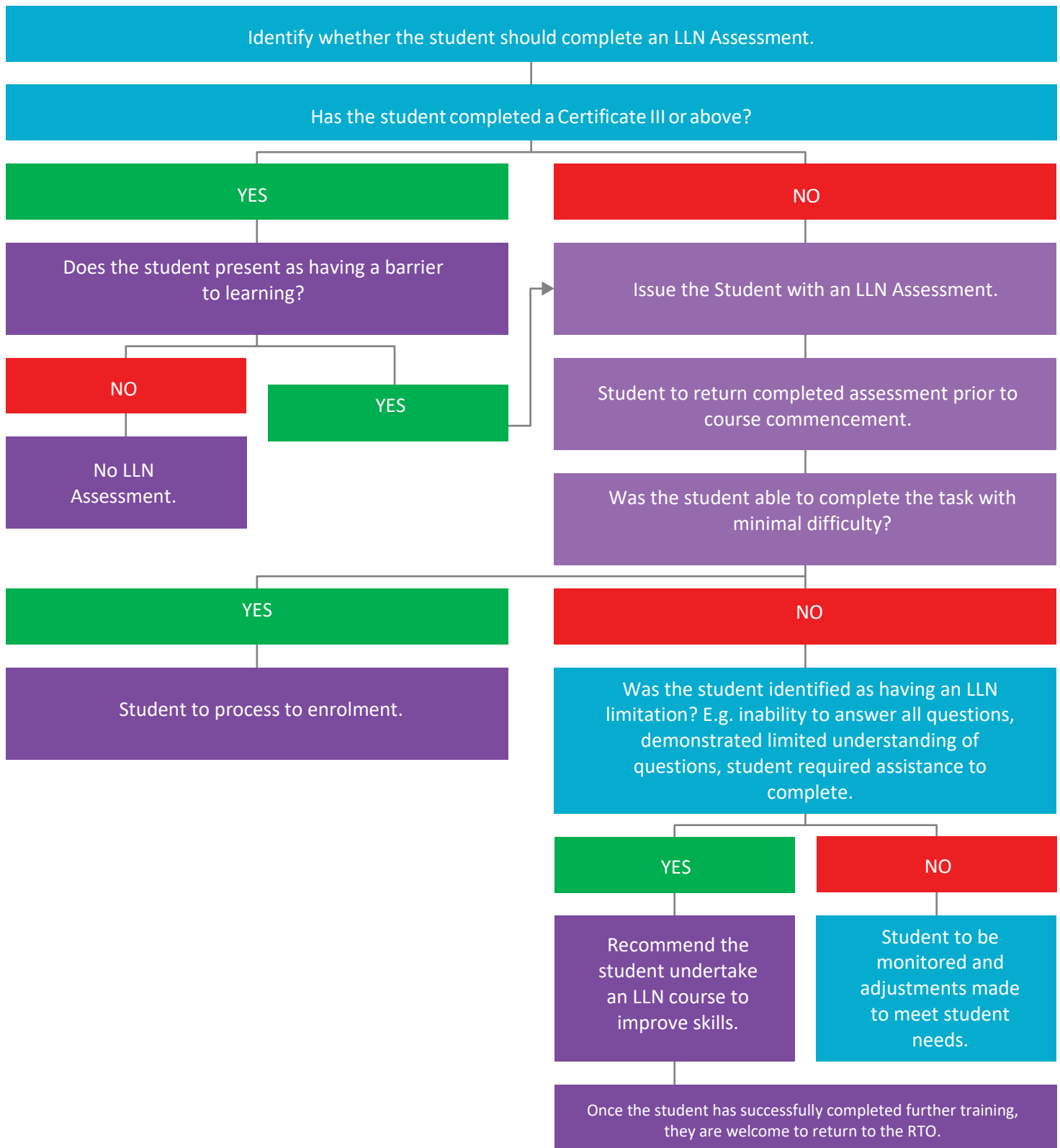
LLN support is available to provide students with advice and support services in the provision of language, literacy and numeracy assessment services. Students needing assistance with their learning should be identified upon enrolment. Trainers and staff within the RTO can provide students with support to assist the student throughout the learning process.

Language, literacy and numeracy skills are generally included and identified in training products and accredited course programs. In identifying language, literacy and numeracy requirements, students are required to have basic skills in:

- Counting, checking and recording accurately.
- Reading and interpreting.
- Estimating, calculating and measuring.

All students undertaking training are required to undertake an LLN Assessment, unless the student currently holds a Certificate III qualification or above or can demonstrate equivalent industry experience.

LLN Assessment Process



Monitoring the Effectiveness of Services

Student progress will be monitored by the Assessor, in conjunction with the RTO Manager, to ensure that the students' needs are being met. The Trainer is required to report to the RTO Manager on student progress through the Trainers Report, which is submitted once a month to the RTO Manager.

Support Services

The RTO caters to diverse client learning needs and aims to identify and respond to the learning needs of all students. All students are encouraged to express their views about their learning needs at all stages of their learning experience from the initial enrolment and induction stage.

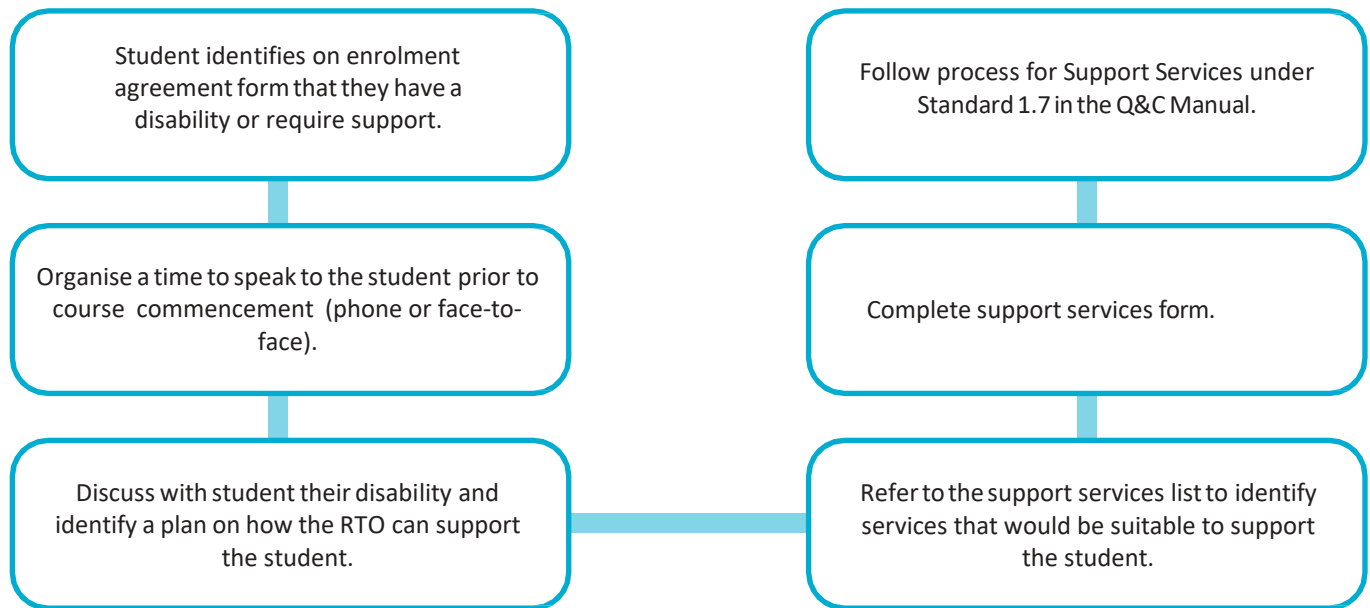
The RTO is committed to providing students requiring additional support, advice or assistance while training. To achieve this and to ensure the quality delivery of training and assessment, the RTO provides support services to improve and extend training outcomes. Students are advised to make an appointment with their trainer in the first instance, if required the student can then schedule an appointment with the RTO manager to discuss support services.

Additional support services include:

- Learning support.
- Assistance when applying for RPL or credit transfer.
- Whether or not specialist support equipment or personnel is required.
- Whether or not any reasonable adjustments need to be applied to suit the candidate context.
- Briefings on the assessment process may be written or verbal. If verbal, must be looked up in writing.
- Provision or access to assistive technology.
- Additional tutorials to assist with learning.
- Assistance in using technology.
- Adjustment to equipment (i.e. change of study to support a student with a bad back).
- Referral to LLN assistance.
- Mentoring.
- Referral to counselling services
- Grievance/conflict resolution.
- Stress management.
- Access and equity issues.
- Client welfare and support.

Genuine difficulties for a learner to complete a program in the allotted timeframe are to be brought to the attention of the RTO manager at the first available opportunity.

Support Services Process



Support Services Form

The Support Services Form is to be used by the RTO staff to record any counselling they may have undertaken with a student, including any discussion about providing extra support or referral to the support services list. This form is available from the office and can also be emailed to you upon request.

In this form you should include any of the following:

- Discussions raised by students that may be of a concern, this may have been during class or individually.
- Referrals to other support services that may have been advised or discussed with the student.
- Any discussion on disabilities that the student has disclosed, whereby they may need further assistance.
- Discussions on any adjustments to training that may be required to meet student needs. You may also complete an adjustment plan following this meeting to identify a strategy to assist the student.
- Discussions on language literacy and numeracy and referral to third parties.

Upon completion of the support services form the staff member should submit this form to the RTO manager and arrange a time to discuss the student needs with the RTO manager or other senior management.

All completed support services forms will be discussed at the monthly quality and compliance meeting to monitor student progress.

Support Services List

The support services list provides a list of support services available to students through referral, please refer to the list to identify the most appropriate service for the students. This list is provided on the back of the student handbook and includes website addresses and phone numbers to access these services.

If a student is unsure of the service that they require, they should contact their trainer or the RTO manager to discuss further.

Reasonable Adjustment

Not all students are able to demonstrate skill competency in the same way, therefore it may be necessary to adjust the assessment tasks for individual students. Reasonable adjustment is the process of adjusting or changing the assessment to meet the needs, characteristics and any equity requirements of the student being assessed. This must be applied within the framework of the unit and the impact on the organisation.

Reasonable adjustment to learning methodologies and assessment may need to be applied when a student has any of the following issues:

- Physical disabilities.
- Limited language, literacy and/or numeracy skills.
- Limited communication skills.
- Limited learning strategies.

Reasonable adjustment ensures:

- Adjustable learning strategies that aim to meet the learning needs of each student.
- Appropriate learning materials for the individual needs of each student.
- Flexible learning activities with appropriate study materials.

- Adaptable assessment procedures that enable individual students to demonstrate the knowledge, skills or competencies.

Students who believe they may require reasonable adjustment during their learning are encouraged to speak with IAP's enrolment team during the enrolment process so that we can pass this information onto your trainer/assessor and include these adjustments in the training and assessment strategy.

The types of adjustments that are made must be within our capacity to provide them and include:

- Oral response to questions rather than written.
- Allowing extra time for assessment.
- Using a support person.
- Enlarging reading material.
- Braille translations.
- Use of technology such as voice activated software screen reading, voice synthesisers.

Principles of Assessment and the Rules of Evidence

Assessors are responsible for ensuring that all assessments are conducted in accordance with the principles of assessment and the rules of evidence. **Principles of assessment** are required to ensure quality outcomes.

Assessments should be fair, flexible, valid, and reliable as follows:

Fairness: Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in the assessment process, and agrees that the process is appropriate.

It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexible: To be flexible, assessment should reflect the candidate's needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency and the candidate, and support continuous competency development.

Validity: There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group

Reliability: There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Following is a guide to what should be in the assessment tools to meet the "Principles of Assessment":

- Elements addressed (to levels as defined in performance criteria).
- Knowledge evidence/required knowledge addressed.
- Performance evidence/required skills addressed.
- Assessment conditions/critical aspects of evidence addressed.
- Context and consistency of assessment addressed to appropriate AQF level.
- Assessment of knowledge and skills is integrated with their practical application.
- Assessment uses a range of assessment methods.
- Criteria defining acceptable performance are outlined for all instruments.
- Clear information about assessment requirements is provided (for assessors and students).
- Allows for reasonable adjustment and provides for objective feedback.
- Considers dimensions of competency and transferability.

Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

Validity: Assessment evidence considered is directly relevant to the unit or module's specifications.

Sufficiency: Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authenticity: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Currency: Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Following is a guide to what should be in the assessment tools to meet the "rules of evidence":

- Assessment evidence considered has direct relevance to the unit or module's specifications.
- Sufficient assessment evidence is considered to substantiate a competency judgement.
- Assessment evidence gathered is the learner's own work.
- Competency judgements include consideration of evidence from the present or the very recent past.

In order to ensure that assessment activities/tasks meet the principles of assessment and the rules of evidence requirements, which includes meeting workplace requirements and to ensure the reliability and flexibility of assessment, all assessment activities/tasks must be validated.

Recognition of Prior Learning (RPL)

All students are eligible to apply for Recognition of Prior Learning (RPL) and are advised of this on the back of the enrolment agreement form and on the course flyer.

RPL is granted as a result of identifying and assessing previous and current informal education and training, work experience and/or life experience and knowledge. Previous learning and the evidence supplied is measured against pre-determined performance standards contained within the units of competency.

To prepare for RPL the student should indicate their decision to apply for recognition as soon as possible after the induction and orientation program. Following is the process for preparing for recognition of prior learning:

In consultation with the trainer/assessor the student should:

- Decide which units are to be recognised.
- Complete an RPL Assessment Kit.
- Pay the relevant RPL assessment fees.
- Undertake peer assessment or third-party evidence.
- Be prepared to 'show, tell and apply' skills and knowledge.

Evidence for recognition of prior learning may include any of the following:

- Performance, demonstration, or skills test/assessment.
- Workplace or other pertinent observation.
- Oral presentation.
- Portfolio, logbook, task book, projects or assignments.
- Written presentation.
- Interview and questions.
- Simulations.
- Video or photographic (endorsed) evidence.
- Competency conversations (focusing on key points to look for in responses).

Students will initially be assessed against the performance criteria and critical aspects of evidence for each unit of competency within the training product.

RPL applicants must demonstrate their claim for competency in sufficient detail to enable the assessor to make clear judgements.

Students are required to sign an RPL Assessment Kit, which outlines the requirements of the evidence required for proof of competency. Assessors will develop an assessment plan to enable a portfolio to be developed.

RPL Assessment Kit

The RPL Assessment Kit is to be completed by students who wish to be considered for recognition for skills and knowledge that they may currently hold within a field or industry. The application process requires the student to provide evidence of, or demonstrate, their current ability to perform the requirements of each of the performance criteria within the unit of competency of a qualification.

Following is the process for applying for RPL using the RPL Kit:

- Student to contact the RTO and advise that they wish to apply for RPL using the RPL Kit.
- RTO to supply the RPL Kit and explain the process for RPL.
- RTO to allocate an assessor to contact the student to ensure that they understand the requirements of the evidence to be supplied.
- Student to submit to the assessor all the required evidence and the completed RPL Kit.
- Student to pay relevant RPL fees.
- Assessor to review the RPL Kit and determine whether the student has the required skills and knowledge against each unit of competency.

Once the eligibility of the student has been determined by the assessor, the kit is to be forwarded to the RTO for certificate issue.

Credit Transfer (CT)

AQF Certifications issued by other RTOs are recognised by IAP. This enables individuals to receive national recognition for their achievements.

In order to apply for a credit transfer, the student is required to complete the following steps:

1. Complete the credit transfer form.
2. Attach a certified copy of the authenticated VET transcript from the other RTO and highlight the units you wish to have applied to your current enrolment.
3. Submit completed credit transfer form and VET transcript to the RTO.
4. Units will be verified on www.usi.gov.au (only applicable if student completed the units after 1 January 2015).
5. The RTO in consultation with relevant assessor will review and confirm whether student is eligible for CT.
6. If the student is eligible, the result of CT should be applied to the unit within the student database.
7. The RTO to advise the student in writing of the outcome of the credit transfer application:
 - a. Student is eligible for CT and the result has been entered into the database.
 - b. Student is not eligible for CT and the reason why.

Authenticated copies are to be certified by a Justice of the Peace, or someone within the RTO can sight the originals and authenticate a copy.

Cheating and Plagiarism

IAP will not condone cheating or plagiarism in any form by students of the RTO and will ensure that these standards are upheld. Trainers must be diligent in reducing potential opportunities for cheating and plagiarism to occur by adhering to our policy on cheating and plagiarism.

Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to:

- Lying
- Copying from another's test or examination.
- Discussion at any time of answers or questions on an examination or test (unless such discussion is specifically authorized by the instructor).
- Taking or receiving copies of an exam without the permission of the instructor.
- Using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions
- Allowing someone else to hand in your work as their own, or vice versa.
- Having several people write one assignment or exercise and hand in multiple copies, all represented (implicitly or explicitly) as individual work.
- Stealing an examination or solution from a trainer/assessor.

It is **not** cheating to:

- Discuss assignments with your trainer/assessor or other students to understand what is being asked for.
- Get help to correct minor errors in spelling, grammar, or syntax (sentence construction).
- Discuss assignment requirements and course materials so that you can better understand the subject (this is, in fact, encouraged).

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following:

- Submitting work, either in part or in whole, that has been completed by someone else.
- Failing to give credit for ideas, statements, facts, or conclusions which rightfully belong to someone else.
- Failing to use quotation marks (or other means of setting apart) when quoting directly from someone else, whether it be a paragraph, a sentence, or even a part of the original work.
- Close and lengthy paraphrasing of another's writing without credit or originality.
- Using another person's work without giving credit.

It is **not** plagiarism to:

- Hand in work done alone or with the help of staff.
- Submit one assignment from a group of students where this is explicitly permitted or required.
- Use other people's ideas where they are acknowledged in the appropriate way, such as referencing using footnotes, end notes or the Harvard system of referencing.

IAP Use of AI in Training Policy

Purpose

This policy outlines the acceptable use of Artificial Intelligence (AI) tools and resources in your course with us at IAP. It aims to ensure that you understand how to ethically and effectively incorporate AI into your learning while maintaining academic integrity.

Policy Statement

IAP recognises the value of AI as an educational resource while emphasising the importance of original thought and work in the learning process. This policy provides guidelines for the appropriate use of AI in coursework and assessments.

Acceptable Use of AI

1. **AI as a Learning Resource:** Students are permitted and encouraged to use AI tools as supplementary learning resources, similar to how they would use textbooks, articles, or other reference materials.
2. **Understanding Complex Topics:** AI can be used to gain a better understanding of complex topics, concepts, or questions presented in coursework.
3. **Exploration and Research:** Students may use AI to explore different perspectives on a topic or to find relevant information for further research.
4. **Brainstorming and Idea Creation:** AI tools can be used for brainstorming ideas or generating starting points for assignments, provided that the final work is the student's own.

Not Acceptable Use of AI

1. **Direct Answering of Questions:** Students must not use AI to directly answer questions in assessments.
2. **Essay or Response Generation:** AI must not be used to generate essays, reports, or responses to activities or questions that are to be submitted as the student's own work.
3. **Plagiarism:** Submitting AI-generated content as one's own work is considered plagiarism and is strictly prohibited.
4. **Circumventing Learning Objectives:** Using AI in a way that bypasses the intended learning process or objectives of an assignment is not only not allowed but is detrimental to the student's learning.

Best Practices for AI Use

1. **Citation:** When using AI as a resource, students should cite it appropriately, just as they would any other source.
2. **Critical Thinking:** Students should always apply critical thinking to information obtained from AI sources, verifying it against other reliable sources.
3. **Transparency:** If AI tools have been used in the research or preparation process, students should be transparent about this in their work.
4. **Seeking Clarification:** If students are unsure about whether a particular use of AI is acceptable, they should consult with the facilitator or assessor.

Consequences of Policy Violation

Violations of this policy will be treated as academic misconduct and may result in disciplinary action, including but not limited to:

- Receiving a Not Yet Satisfactory for the assessment
- Not completing the course
- Suspension or expulsion from the course(s)

Policy Review

This policy will be reviewed regularly to ensure it remains relevant and effective in light of evolving AI technologies and educational practices.

Penalties

If you are suspected of cheating, your trainer/assessor will investigate to establish evidence to support the suspicion. If there is evidence to support the suspicion, your trainer/assessor will notify the RTO manager and set out the concerns to you in writing, requesting a time to discuss the matter. You will have the opportunity to counter the allegations made against you.

Once you have provided your information, IAP may come to one of two decisions:

- It is a minor or unintentional offence, and you will need to undergo an alternative form of assessment (such as a short oral assessment) which may involve talking about the work or questioning. The penalty in this case is that you will receive the lowest level of competency or pass for all the learning outcomes being assessed.
- It is a serious offence, and you will fail the module. Repeated offences of cheating – minor or serious – will result in failure of the module plus a record on your student file, together with the reason.

You will be advised of all penalties in writing.

What if I Don't Agree with the Decision?

If you are accused of and penalised for cheating and believe that the accusation is unjust, you have the right to appeal against the charge. This appeal must be lodged in writing with the educational manager of the program within one week of the penalty being imposed.

The appeal may be lodged against:

- The process.
- The decision.
- The penalty.

The appeal will be investigated and a decision will be advised to you within a week of your appeal. If you are having difficulties with your studies, you are encouraged to seek help from your trainer/assessor.

Opportunity for Improvement

A key process for managing continuous improvement throughout the RTO is through identifying "Opportunities for Improvement". These can be improvements to training and assessment, client services or management systems. Examples of when opportunities for improvement may be identified include:

Training and Assessment:

- Reviewing a Training and Assessment Strategy.
- Feedback on training and assessment.
- Industry consultation.
- Assessment validation.
- Internal audits.

Client Services:

- Opportunities for improvement.
- Training evaluation form.
- Enrolment agreement forms.
- Internal audit reports.
- Complaints and appeals forms.

Management Systems:

- Quality and compliance meeting minutes.
- Review of continuous improvement cycle.
- Conducting annual internal audits.

All staff and students are encouraged to complete an opportunity for improvement form if they identify a system, process, or procedure requiring implementation or improvement.

The implementation of the actions identified in the opportunity for improvement form will be reviewed and discussed at the monthly quality and compliance meetings. Following is the process for opportunities for improvement:

1. An opportunity for improvement is identified.
2. An opportunity for improvement form is completed, by outlining the details of the current weakness in the system, process, procedure, or practice.
3. In order to focus on the solution and not the weakness, the person who has identified the improvement is given the opportunity to also identify the action required for improvement. If they are not able to identify a solution, this will be given to the RTO manager to resolve.
4. Submit the opportunity for improvement form to the RTO manager.
5. The RTO manager reviews the opportunity for improvement form, and either reviews the suggested action required for improvement identified by the person who completed the form or identifies what they believe the action required for improvement.
6. The RTO manager enters the opportunity for improvement into the opportunity for improvement register.
7. The RTO manager either then delegates the opportunity for improvement to be actioned by another staff member or undertakes the action to be completed.
8. Once actioned and finalised, the opportunity for improvement form is to be filed into the opportunities for improvement register.
9. The opportunity for improvement is reviewed at the monthly quality and compliance meeting. Minutes from the quality and compliance meeting are distributed to all Training and Administration staff so that they can review the opportunities identified.

Issuing Certificates

In determining whether a student is competent or not yet competent, the student is assessed against the requirements of the qualification, including the units of competencies and the performance criteria and assessment requirements within the units of competency.

Students are issued with a VET Statement of Attainment or VET Qualification once competency has been achieved, as outlined within the training product. The testamur for all AQF qualifications issued will identify the qualification as an AQF qualification with the words “The qualification is recognised within the Australian Qualifications Framework”.

The Institute of Applied Psychology is responsible for issuance of AQF certification documentation within 30 calendar days of course completion.

If a student is deemed not yet competent on completion of training, they will be offered an opportunity to be reassessed. If a student is deemed not yet competent a second time, they will be given another opportunity for reassessment and provided with further guidance from their trainer prior to reassessment.

There will be no reassessment fee, unless stipulated on the course flyers. If a reassessment fee is applicable, this fee will be included on the course flyer.

If a student is deemed competent in some but not all the units of competencies required, a Statement of Attainment will be issued, and the student will be given a six-month period to undertake reassessment if required.

If a student is deemed not yet competent by the third attempt, they will be required to withdraw from the course.

Access to Records

All student records, such as personal details and records of participation and progress (including data collected on the enrolment agreement form and assessment results), are kept within a secure area on both electronic and hard files. An electronic record of each student's enrolment and participation is kept on the Student Management System for a period of 30 years. This record is password protected and is only accessible by employees of the RTO.

All students have the right to access their record of participation and progress within a timely manner. In order for a student to access their records they are required to submit a request in writing to the RTO. If the student wishes to provide a third party with access to their records, they should state this in their formal request in writing.

The RTO will provide, within 48 hours of receiving the written request, confirmation in writing that the RTO has received a request for access to records and confirmation of how long it will take for the access to be granted.

In no more than 5 business days the RTO will provide the student with access to their records as well as a record of results of the student's participation and progress.

Access to Records Procedures

STUDENT/CLIENT ACCESS

- The student or client makes a request to access records.
- 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 the IAP RTO manager at support@iap.edu.au.
- There is no charge for access to personal information that IAP holds; however, a fee of **\$0.30 per page** applies to photocopies.

ADMINISTRATION OFFICER PROCEDURE

- Advise the student/client of the process to be followed to provide access to records.
- 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:
 - Making copies of documents held in a file.
 - Other means necessary to grant access to records.
- Make note of request in Student Management System.
- File the request.
- 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

- Record a note of the disclosure of information to external parties, in the record containing the disclosed information.
- 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;
 - IAP 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.

Unique Student Identifier

The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows learners to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs.

Unless exempt, the RTO must only issue a qualification or statement of attainment to a learner after:

- The learner has provided the RTO with a verified USI, or
- The RTO has applied for a USI on the students' behalf.

A USI gives you access to your online USI account, which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5.

A USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. Your results from the current year will be available on your USI account in the following year. When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet, or smart phone anywhere and anytime.

Do you need a USI?

You will need a USI when you enrol or re-enrol in training if you are a:

- Student enrolling in nationally recognised training for the first time (e.g. if you are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course); or
- School student completing nationally recognised training; or
- Student continuing with nationally recognised training.

You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying.

Once you create your USI, you will need to give your USI to each training organisation you study with so your training outcomes can be linked. You will be able to:

- View and update your details in your USI account,
- Give your training organisation permission to view and/or update your USI account,
- Give your training organisation “view access” to your record of results,
- Control access to your record of results, and
- View online and download your training records and results in the form of a record of results, which will help you with job applications and enrolment in further training.

If you are an international, overseas or an offshore student, please visit usi.gov.au for more information.

While students [may create their own USI](#), our RTO is also able to create USIs for our students. As a part of the enrolment process, we have included on the enrolment agreement form a section for the student to provide their USI. If you do not have a USI in place, we can provide you with a [USI Privacy Notice](#) so that we can apply for a USI on the students’ behalf.

For more information, please refer to <https://www.usi.gov.au/>.

Enrolment Process for USI

1. All clients are to complete an enrolment agreement form, which includes a section for the student to provide their USI.
2. RTO to verify the USI supplied by the student before visiting.
3. If the student does not currently have a USI, the RTO can apply for a USI on their behalf by providing the following forms of ID to the RTO:
 - Driver’s license.
 - Medicare card.
 - Australian passport
 - Visa (with non-Australian passport) for international students.
 - Birth certificate (for Australians).
 - Certificate of Registration by Descent.
 - Citizenship certificate.
 - ImmiCard (international students).
4. Completed enrolment forms are entered into the Student Management Database, creating a client record within the database.
5. The client record will be retained within the Student Management System with all records of attainments in an accessible format for a period of thirty (30) years.
6. Where a qualification or statement of attainment is recorded in the USI scheme, no additional records are required to be kept, as the records required will exist within the USI scheme.

Security of the Student USI

The RTO will ensure the security of USIs and all related documentation for verifying the student identity, all personal information collected solely for the purpose of applying for a USI on behalf of a student will be destroyed in manner that will keep all personal information confidential, this includes digital and hard copy of records.

The following process is in place for ensuring the security of a student's USI:

- Only authorised personnel will have access to a student's personal information, for both hard copy and electronic records.
- All student records, including evidence collected for verifying the students' record, are stored in "locked" filing cabinets within the head office.
- Strong passwords on all network-connected computers are in place, which is only accessible by authorised personnel.
- Back-up copies of the database are automatically made, as the database is cloud based.

USI Privacy Notice

All students who do not currently have a Unique Student Identifier (USI) in place and want the RTO to apply for a USI on their behalf, will be issued with a USI Privacy Notice. The student will be required to sign this form prior to the RTO setting up the student's USI.

Issuance of Recognised Qualifications or Statements of Attainment

Once a USI has been collected and stored into the RTO's database, and on successful completion of training, the RTO will provide nationally recognised qualifications or statement of attainments to students in a variety of different formats.

Below are some examples that are considered a statement of attainment, and they cannot be issued until the student has supplied the RTO with a USI that has been verified. They can include:

- A certificate.
- A building industry white card.
- A stamp on their license to certify they can now drive heavy machinery.

When a student logs into their USI account it will link to the national data collection using the USI. The students' USI account will then be able to see their records and results completed.

Complaints Policy

Staff and students have the right to submit a complaint if they wish to express discontent against another person or a complaint against the RTOs process or system. To ensure that complaints are dealt with in a timely manner, we have implemented a complaints process.

This policy and procedure is relevant to all grievances arising in the following areas:

- a. Student wishes to raise a complaint against another student.
- b. Student wishes to raise a complaint against the RTO.
- c. Student wishes to raise a complaint about a third party.
- d. RTO staff wishes to raise a complaint about a third party.

- e. Staff wishes to raise a complaint about another staff member or a student.

Complaints Process

If a student, trainer, or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with senior management. RTO administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance.

If a student or staff member wishes to make a formal complaint, they are required to complete a complaints and appeals form, which is included in the student and trainer's handbook. Once the form has been completed, the form should be submitted to the RTO manager for action.

If required, the student has the right to have a third party/support person assist them through the complaints process. This may be due to language barriers or simply at the students' request.

Following is the process for managing complaints:

1. A formal complaint is received by the complainant to the RTO.
2. If not already submitted with the complaint, a complaints and appeals form is completed and submitted to the RTO manager.
3. A written acknowledgement of receipt of the complaints and appeals form will be forwarded to the complainant following receipt by the RTO manager within 5 business days.
4. The complaint is discussed with all parties involved in the grievance, in order to find a solution agreeable to all parties.
5. Grievances should be kept confidential, in order to protect the complainants.
6. All complaints and appeals forms are to be reviewed at the monthly quality and compliance meetings.
7. The RTO manager is to follow the process on the complaints and appeals form for the process under "recommended action required for improvement".
 - a. An initial meeting is to be held within 10 business days.
 - b. If further investigation is required, this should be completed within 60 calendar days.
8. Each appellant:
 - a. Has an opportunity to formally present his or her case.
 - b. Is given a written statement of the complaint outcomes, including reasons for the decision.
9. If a solution cannot be found the matter is brought before senior management for resolution, agreeable to all parties.
10. If senior management is party to the grievance, they will not take part in any discussions or decisions made and the matter will be referred to the CEO.
11. If a solution has not been reached to the benefit of all parties, the complainant has the right to request a review by an independent party, who is not part of the RTO.
12. The RTO is responsible for acting upon the subject of any complaint found to be substantiated.
13. Complaints and appeals form received are to be entered onto the complaints and appeals form register.
14. If the RTO determines that the complaint process cannot be finalised within 60 calendar days, the RTO manager will:
 - a. Confirm this in writing to the complainant, including reasons why more than 60 calendar days is required.
 - b. Will regularly update the complainant or appellant on the progress of the matter.

Complaints and appeals forms are to be actioned by the appropriate staff member and filed into the complaints and appeals form register, and a scanned copy saved onto the student file in the database.

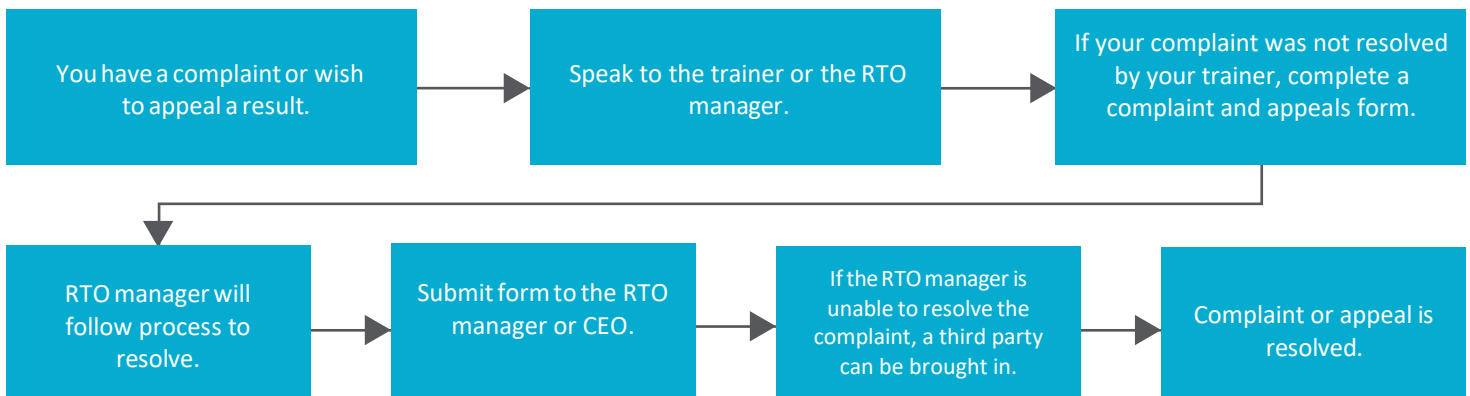
All complaints and appeals forms are to be reviewed during the monthly quality and compliance meetings and improvements are to be identified and implemented according to the Policies and Procedures of the RTO.

Should the internal process be unsatisfactory, you can lodge a complaint to the:

- National Training Complaints Hotline (<https://www.education.gov.au/NTCH>).
Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.
Email Complaints: <https://www.education.gov.au/email-complaints>
- Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).
- Australian Skills Quality Authority (<http://www.asqa.gov.au/complaints/complaints.html>).
- Consumer and Business Services SA (<http://www.cbs.sa.gov.au/wcm/>).

There is no cost involved with lodging a complaint with IAP.

Complaints Flowchart



Complaints and Appeals Form

The complaints and appeals form is accessible from the student and trainer’s handbook, or a complainant can also contact the RTO to obtain a copy of the form.

Complaints Report Form

The complaints report form is to be used if there is not enough room on the complaints and appeals form to describe the complaint. This form is to be attached and submitted with the complaints and appeals form.

Complaints and Appeals Register

The RTO has in place a register for filing completed complaints and appeals forms. When a complaint or appeal is received, the form collected is to be entered into the complaints and appeals register and given a register number.

Complaints and appeals that are placed into the register are reviewed and monitored each month at the monthly quality and compliance meeting.

Assessment Appeals Policy

The student has the right to appeal against an assessment result if they believe that the result given was unfair or unjustified. This includes appeals arising in the following areas:

- a. Student disagrees with the result given by their assessor (including third party).
- b. Student wishes to have their result reviewed by another assessor.
- c. Student wishes to be reassessed for the same unit.
- d. Student wishes to change the unit.
- e. Students believe that they were discriminated against by the assessor.

Assessment Appeals Procedure

All students have the right to appeal any assessment decision made by the RTO if they:

- Believe that the assessment is invalid, and/or
- Feel that the process was invalid, inappropriate or unfair.

Before making an appeal, we ask that you discuss the matter with your trainer/assessor in an attempt to reach a decision.

If you are still not happy, you are then entitled to lodge a formal appeal by completing a complaints and appeals form within 7 days of the initial discussion. Once a formal appeal is lodged, a new assessor will be appointed in an attempt to resolve the appeal. Any decision recommended by this party is not binding to either party in the dispute.

If you are still not satisfied another registered training provider in the same curriculum area will be appointed to arbitrate and reassess participants if necessary. You have the right to a support person to be involved at all times during the appeal process.

The following is the process for submitting an appeal:

1. Student receives a result for an assessment task of which they do not agree with the result.
2. Student completed a complaints and appeals form.
3. The complaints and appeals form is submitted to the RTO manager.
4. A written acknowledgement of the receipt will be forwarded to the student.
5. The RTO manager will consult with the trainer/assessor and student individually.
6. The RTO manager is to follow the process on the complaints and appeals form for the process under “recommend action required for improvement”.
7. An initial meeting should be held within 10 business days.
8. The student will be advised of the outcome of this consultation process within 15 business days of the dispute being lodged.
9. If it is decided that there is a case for review, a suitably qualified, independent assessor will be employed to conduct another assessment. An assessment date will be negotiated with the student. Following the assessment, the student will be advised of the result within 10 business days.
10. If the student is not satisfied with any decisions made in this review process, a review board (which may include representatives from another RTO) will be convened to review the case again. An opportunity for improvement form may need to be completed in order to identify any improvements on the process that may need to be made.
11. All complaints and appeals form received are to be entered onto the complaints and appeals register.

All complaints and appeals forms are to be reviewed during the monthly quality and compliance meetings. If the RTO determines that the appeals process will take more than 60 calendar days, the RTO manager will notify the student in writing including reasons why more than 60 days is required. The RTO manager will regularly update the student with the process.

Fee Protection Policy

Prepaid fees include all fees paid in advance from individual learners and prospective students. These requirements do not apply to employers engaging the RTO to provide training/assessment to its staff.

Fees include all fees that the student is required to pay to complete the course, this includes:

- Enrolment/administration fees.
- Tuition fees.
- Fees for materials, including textbooks.
- Any other fee component that is a mandatory fee to complete the course.

The RTO will ensure that all fees are clear and transparent on the course flyer.

In order to protect students who prepay course fees in excess of \$1500, the RTO has in place the following policies:

1. If the RTO is unable to provide services for prepaid services, the RTO will place the student into an equivalent course such that:
 - a. The new location is suitable to the student,
 - b. The student receives the full services for which they have prepaid at no additional cost to the student, or
2. Students will be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount.

Insurance

The RTO maintains public liability insurance throughout its registration with adequate cover suitable for the RTO's size and scope of registration, which is generally set as \$10,000,000.

The CEO is responsible for ensuring that sufficient cover is in place to cover the usual risks associated with the operations of an RTO including coverage for training and assessment activities. Other insurances relevant to the RTO's operations may include:

- Professional indemnity, workers compensation (as required).
- Building and contents (where appropriate).

Compliance with Legislative and Regulatory Requirements

As a registered training organisation, it is the responsibility of IAP to ensure that we fully comply with all regulatory guidelines, frameworks and the Standards for Registered Training Organisations 2015 at all times as a condition of our registration.

Additionally, IAP abides by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

Standards for Registered Training Organisations 2015

The Standards for Registered Training Organisations 2015 form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These standards set out the requirements that IAP is required to meet in order to be an RTO.

RTOs are required to comply with these standards and with the:

- National Vocational Education and Training Regulator Act 2011 or equivalent legislation covering VET regulation in a non-referring state as the case requires.
- VET Quality Framework.

Note – the National Vocational Education and Training Regulator Act 2011, or equivalent legislation covering VET regulation in a non-referring state, provides the VET Regulator with the powers necessary to carry out its functions. Nothing in these standards may be read as limiting or diminishing those powers.

These standards should be read in conjunction with the:

- Standards for Training Packages.
- Standards for VET Accredited Courses.
- Standards for VET Regulators.

All employees, including contractors of IAP, are required to comply with the regulatory requirements of these standards across the RTO's operations and scope of registration. Compliance with the standards includes ensuring that training products delivered by the RTO meets the requirements of training packages or VET accredited courses and have integrity for employment and further study and ensure that the RTO operates ethically with due consideration of learners' and enterprises' needs.

National Vocational Education and Training Regulator Act 2011

The National Vocational Education and Training Regulator Act establishes the regulatory requirements for registration of a RTO's. The objectives of this act are:

- a. To provide for national consistency in the regulation of vocational education and training (VET).
- b. To regulate VET using:
 - i. A standards-based quality framework, and
 - ii. Risk assessments, where appropriate.
- c. To protect and enhance:
 - i. Quality, flexibility, and innovation in VET, and
 - ii. Australia's reputation for VET nationally and internationally.

- d. To provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population.
- e. To protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET.
- f. To facilitate access to accurate information relating to the quality of VET.

Note 1: The standards-based quality framework mentioned in paragraph (b) consists of instruments made by the Ministerial Council, the Minister, or the National VET Regulator.

Note 2: These objects are subject to the constitutional basis for this Act (see Division 3).

Australian Qualifications Framework (AQF)

Applicants and RTOs are required to comply with the Australian Qualifications Framework (AQF), in particular when developing materials or writing training and assessment strategies. The AQF is the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The AQF handbook outlines the requirements for setting up certificates and testamurs.

Statutory Education License

Provisions under Part VB of The Copyright Act 1968 allow all educational institutions to copy and communicate third party material to students, within the limitations of the statutory education license. The Copyright Agency Ltd (CAL) administers the statutory education license on behalf of the Attorney General's Department.

Any RTO electing to rely on this license is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this license an educational institution is generally not allowed to reproduce any third-party material from any source, other than where there is a direct license/subscription in place, or permission has been granted by the creator of the work.

For further details about the statutory education license and/or how to apply, call CAL's education team on 02 9394 7600 or email educationlicences@copyright.com.au.

Data Provision Requirements 2012 (T)

The Data Provision Requirements 2012 outlines the requirements for applicants and registered training organisations (RTOs) to capture and provide data to the regulatory body.

The data required relates to registration and performance information, including quality indicator data and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS).

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system. For a copy of the AVETMIS Standard go to <http://www.ncver.edu.au> and select Statistical Standards – VET Providers.

(**Note:** AVETMISS is revised from time to time to maintain relevance and appropriateness. The current version can be accessed from the NCVER website above).

The Data Provision Requirements require relevant applicants and RTOs to show that they have adequate systems to capture and report on this data against the agreed quality indicators.

Privacy

IAP strongly supports the privacy and confidentiality of our students. Information is collected, used and stored in accordance with the Privacy Act 1988 (Cth) and the Trade Practices Act 1974 (Cth) and the [National Privacy Principles](#).

Certain general, non-specific information such as location, sex, age, and results may be passed on to other agencies to inform future funding arrangements and/or statistical data gathering requirements. These agencies may include state/territory departments of education and training, and the [National Centre for Vocational Education Research](#) (NCVER).

We will not share personal information with any person or agency without a student's permission, unless required to do so by law. Information is not given to any other agency, organisation or anyone else unless one of the following applies:

- You have given us permission,
- You would reasonably expect, or have been told, that information of this kind is usually passed to those individuals, bodies, or agencies,
- It is required or authorised by law, or
- It will prevent or lessen a serious and imminent threat to somebody's life or health.

IAP respects the importance of securing any form of personal information which is collected from the student (s) and/or other stakeholders. IAP promotes and conducts this policy in accordance with the Privacy Amendment (enhancing Privacy Protection) Act 2012, which amends the Privacy Act 1988.

Australian Privacy Principle 1 – Open and Transparent Management of Personal Information

The RTO collects information for training purposes and compliance with NVR standards to ensure quality service is given to its students in an open and transparent way. The information collected and stored in the RTO's AVETMISS database includes:

- Student Name.
- Age.
- Sex.
- Contact information.
- Record progress.

This information is collected for statistical purposes by the Government & regulating bodies. IAP gathers such information through the AVETMISS data collected on the enrolment form and via Q1 AQTF feedback form.

Australian Privacy Principle 2 – Anonymity and Pseudonymity

Should the student and/or stakeholder choose to remain anonymous or use a pseudonym, the individual has the right when it is lawful and practicable to do so.

In the case of enrolling into a nationally recognised qualification, all students must use the identity details on their photo ID which will be verified by the RTO.

Australian Privacy Principle 3 – Collection of Solicited Personal Information

The RTO will only collect personal information that is reasonably necessary for one or more of their functions or activities.

Sensitive information in which the RTO may collect and/or solicit would be for lawful means as authorised by or under an Australian law or a court/tribunal order. Should sensitive information be related to students' health and safety, the RTO may collect this information with the consent of the individual or authorised by or under Australian law.

Australian Privacy Principle 4 – Dealing with Unsolicited Personal Information

Should the RTO receive personal information although not solicited such information, they will determine as soon as practicable and lawful to do so, destroy the information or ensure the information is de-identified. The RTO will also, within a reasonable period after receiving the information, determine whether or not it could have been collected under APP 3.

Australian Privacy Principle 5 – Notification of the Collection of Personal Information

At or before the time (or if that is not practicable, as soon as practicable after) the RTO collects personal information about an individual, such steps will be taken to inform the individual:

- The identity of the RTO and contact details.
- If the RTO collects or has collected person details from someone other than the individual.
- If the collection of personal information is required or authorised by or under and Australian law or a court/tribunal order.
- The purpose for which the RTO has collected the information.
- The consequences (if any) for the individual if all or some of the personal information is not collected by the RTO.
- Whom the RTO discloses the personal information to.
- How the individual may complain due to any form of breach.

Australian Privacy Principle 6 – Use or Disclosure of Personal Information

The RTO will ensure and promote to its staff that disclosure of personal information for another purpose, such as direct marketing, public relations and relationship building, is prohibited unless the individual has consented to the use of disclosing information.

Where state or commonwealth funding supports training, we are obliged to submit personal and progress details for research, statistical analysis, program evaluation, post completion survey and internal management purposes.

Australian Privacy Principle 7 – Direct Marketing

The RTO will not use or disclose personal information for the purpose of direct marketing as outlined in APP 6 unless consent is made by the individual.

This includes sharing your personal details with another organisation unless it is a government department.

Australian Privacy Principle 8 – Cross Border Disclosure of Personal Information

The RTO will only transfer personal information to an individual or someone overseas if:

- The receipt of the information is subject of law.
- The RTO believes that the disclosure of information is reasonably necessary for one or more enforcement activities.

Australian Privacy Principle 9 – Adoption, Use or Disclosure of Government Related Identifiers

The RTO must not adopt a government related identifier of an individual as its own identifier of the individual, unless required or authorised by or under an Australian law or a court/tribunal order if:

- The identifier is prescribed by the regulations.
- The organisation is prescribed by the regulations.
- The adoption, use or disclosure occurs in the circumstances prescribed by the regulations.

In this case of traineeships and apprenticeships, students will be issued with a Training Contract Identification Number (TCID), which will be used for identification with the relevant government department.

In the case of USIs, all students will be required to produce this number prior to enrolment.

Australian Privacy Principle 10 – Quality of Personal Information

All personal information collected by the RTO must be accurate, up to date, complete and relevant.

Australian Privacy Principle 11 – Security of Personal Information

The RTO must ensure that personal information is protected from misuse, interference and loss from unauthorised access, modification, or disclosure. To ensure this, all data is collected and stored on the Student Management System with limited access to authorised personnel only.

Australian Privacy Principle 12 – Access to Personal Information

All students have the right to gain access to information on request that falls within the definition of personal information. Should the information be withheld from the individual, the RTO should provide a reason why access will not be made available within lawful reasons.

Workplace Health and Safety Act 2011

IAP monitors and maintains the appropriate Workplace Health and Safety levels and obligations under the Federal and State rules and regulations of the NSW Work Health and Safety Act 2011.

WHS In an Online Learning Environment

IAP is committed to providing a safe and supportive learning environment for all students, including those participating in online courses. The following guidelines are designed to help you maintain your health and safety while engaging in online learning.

Ergonomics

Workstation Setup:

- Ensure your chair, desk, and computer are set up ergonomically to prevent strain and injury. Your feet should rest flat on the floor, and your elbows should be at a 90-degree angle when typing.
- The top of your monitor should be at or just below eye level, and about an arm's length away from you.

Posture and Movement:

- Maintain a neutral, relaxed posture while working. Avoid slouching or leaning forward for prolonged periods.
- Take regular breaks every 30 to 60 minutes to stand, stretch, and move around to prevent muscle strain and fatigue.

Safe Use of Equipment

Electrical Safety:

- Use electrical equipment, including computers and chargers, safely. Avoid overloading power outlets and ensure that cords are in good condition and not tripping hazards.
- Turn off and unplug equipment when not in use to prevent electrical hazards.

Software and Hardware:

- Handle and use your computer and other necessary hardware according to the manufacturer's instructions to avoid injury or damage.

Digital Safety

Cybersecurity:

- Protect your personal information online by using strong, unique passwords for different accounts and enabling two-factor authentication where possible.
- Be cautious of phishing attempts and do not click on suspicious links or provide personal information to unverified sources.
- Ensure your internet connection is secure, particularly when accessing sensitive information.

Online Behaviour:

- Follow IAP's policies on appropriate online behaviour. This includes respecting others, not engaging in cyberbullying or harassment, and maintaining a professional demeanor during online interactions.

Mental Health

Managing Stress:

- Balance your study time with breaks and leisure activities to manage stress. Practice relaxation techniques such as deep breathing or meditation.
- Set realistic goals and prioritise tasks to manage your workload effectively.

Support Services:

- If you are feeling overwhelmed, IAP offers access to mental health support services, including counselling. Contact our student support team for assistance.

Emergency Procedures

Contact Information:

- In case of an emergency, technical issues, or health concerns, contact the appropriate support services provided by IAP. For immediate assistance, you can reach our support team on 1300 681 380.

Reporting Incidents:

- Report any WHS incidents or concerns related to your online learning environment to our RTO manager via support@iap.edu.au. This includes any cybersecurity threats or inappropriate online behaviour.

Legal and Compliance Information

WHS Legislation:

- IAP complies with all relevant WHS legislation applicable to online learning environments. We are committed to ensuring your safety and well-being.

As an RTO, we are responsible for providing a safe and supportive online learning environment. We regularly review and update our WHS policies to reflect best practices and legal requirements.

Anti-Discrimination Act 1977

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by IAP, including their administrative practices and assessment processes, take into account the principles established by this legislation. For more information go to: <http://www.legislation.nsw.gov.au/viewtop/inforce/act+48+1977+cd+0+N/>

The RTO is committed to ensuring that all of its representatives, clients and participants are treated fairly and equally in their employment and training.

1. All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment.
2. Trainer/assessors are accountable for the implementation of this policy.
3. The RTO and its representatives have a responsibility to provide an environment which is free from any form of discrimination, harassment, insult, ridicule, victimization and bullying, either directly or indirectly.

Sexual Harassment Act 1984

All representatives of the RTO are required to note and agree to comply fully with the regulations and legislation preventing sexual harassment and ensure that all training participants are made aware of and comply with such regulations and legislation requirements.

Sexual harassment includes but is not limited to:

1. Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual overtones (e.g. jokes, slurs, assault, touch, or posters).
2. Continuing to express sexual interest after being informed that the interest is unwelcome.
3. Masking reprisals, threats of reprisal or implied threats of reprisals following a negative response (e.g. suggesting a poor performance report will be given).
4. Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence, or affect the career, salary, or environment of another.
5. Offering favours or benefits such as promotions, favourable reviews, favourable assigned tasks, etc. in return for sexual favours.

The RTO strives for an environment free of sexual harassment. These policies against harassment apply to both the training and work environments for participants, clients, staff, and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal, or cancellation of contract.

Harassment Act 1997

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning environment will not be tolerated. This includes harassment, victimisation, and bullying because of sex, race, national origin, religion, disability, sexual preference or age.

Harassment is unlawful under commonwealth and state legislation and all harassment, bullying and victimisation are contrary to the duty of care to provide a safe environment for work and learning.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect. Examples of harassment may include:

- Unwelcome physical contact.
- Repeated unwelcome invitations.
- Insulting or threatening language or gestures.
- Continuing unjustified comments about a client's work or work capacity.
- Jokes and comments about someone's ethnicity, colour, or race.
- Pictures, posters, graffiti, electronic images, which are offensive, obscene, or objectionable

Examples of victimisation may include:

- Unfavourable treatment like aggression.
- Refusing to provide information to someone.
- Ignoring a person.
- Mocking customs or cultures.
- Lower assessment of client work.

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear.
- Behaviour that intimidates, degrades or humiliates a person.
- Aggression, verbal abuse and behaviour which is intended to punish.
- Personality clashes and constant 'put-downs'.
- Persistent or unreasonable criticism of client work performance.
- Client violence (both physical and threatened) against teachers.

Staff and students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct when experienced or observed should be reported to your trainer or the Chief Executive Officer. All complaints will be promptly investigated.

Anti-Bullying

Violence, harassment, and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment, and bullying can violate these rights. They can also impact on other rights, such as the right to education and the right to health. Violence, harassment, and bullying affect well-being and quality of life.

Victims can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment and bullying can lead to suicide in extreme cases.

These are not issues that concern only children and young people. Violence, harassment, and bullying can occur in a number of different environments, including in workplaces, care facilities and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place over the internet and on mobile phones. New technologies enable the spread of information, ideas, and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment and bullying in cyberspace.

We all have a responsibility to create a safe environment by standing up against violence, harassment, and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by clients to be in violation of the RTO harassment, victimisation and bullying policy, report the situation to management.

Refer to your state regulatory body for more information.

When undertaking work placement, the student acknowledges that they must observe the employers Workplace Health and Safety (WHS) Policies and all workplace practices, as instructed by the employer, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all the RTO clients and students it is important that adherence to all legislative acts and regulations are observed while undertaking training.

The student acknowledges that they must observe the RTO's policies and procedures, according to state and federal government legislative and regulatory requirements, as set out in the student handbook.

AFP National Police Check

A number of industries require students and staff to complete a National Police Check before the students can commence Work Placement, these include Aged Care and Children's Services industries. In order to meet the requirements of these industries, the RTO may be required to undertake Police Record Checks of staff and students. Please refer to the following website for details: <https://www.afp.gov.au/our-services/national-police-checks>.

The following requirements **must** be met when submitting an AFP National Police Check (NPC) application. **Failure to meet the required standards will result in the application not being processed.**

1. All other names by which you are known or have previously been known (such as your maiden name) must be provided in full, including given names. Check that your date of birth is correctly entered.
2. Full payment must accompany the application. You can pay using either Visa, Mastercard or American Express. Alternatively, for a manually completed application you may pay by bank cheque, which must be in Australian dollars, or money order obtainable from Australia Post.

Personal and Company Cheques will not be accepted. Please do NOT send cash. Applications with incorrect amounts will not be processed.

3. Copies of identification documents totaling 100 points must be provided. Details of the points attributed to identification documents are provided as part of the application process. **DO NOT SEND ORIGINAL IDENTIFICATION DOCUMENTS WITH YOUR APPLICATION.**
4. Ensure all the necessary details are submitted, including signed consent and copies of identification documents. Please note parental consent will be required if the applicant is under 18 years of age.
5. For manually completed applications:
 - You must submit the form no more than three months after signing it.
 - Mark the appropriate check boxes with a cross (X).
 - Ensure you secure all paperwork, forms, payment, and identification to your application.
 - Ensure all the necessary details have been completed and the form is signed and dated.
 - The application form must be completed using block letters (i.e. capital/uppercase).
 - Bank cheques and money orders are to be in Australian dollars (\$AUD) and are to be made payable to the Australian Federal Police.
 - If paying by bank cheque it must be from an Australian bank or financial institution affiliated with an Australian bank. Personal and company cheques will not be accepted.
 - The correct payment must be included with all applications.
 - Do not include self-addressed/stamped envelopes for return of certificates. These will not be used or returned.

Applications can be completed online through the following portal: <https://afpnationalpolicechecks.converga.com.au/>

Copyright Act 1968

The Copyright Act 1968 is an act relating to copyright and the protection of certain performances and for other purposes. For more information regarding the Copyright Act 1968, visit <https://www.legislation.gov.au/Series/C1968A00063>

Students and staff need to be aware that photocopying of textbooks and assessment tools may be in breach of the copyright act. Please adhere to the copyright requirements listed within the relevant documents you wish to copy.

Working with Children Check

A Working with Children Check is a prerequisite for anyone in child-related work in NSW. All training and administration staff who may come into contact with students under the age of 18 years, including the delivery of training and assessment, are required to complete a Working with Children Check before they are able to work with students under the age of 18.

As an RTO, we have adopted child-safe policies and practices to help keep students under the age of 18 safe. For more information about creating child-safe organisations or to register for a workshop, go to [Office of the Children's Guardian](#).

A Working with Children Check includes a national police check and review of findings of misconduct involving children. The result is either a clearance or a bar.

If the outcome is a clearance, the check is valid for five years and may be used for any child-related work (paid or voluntary) in NSW. Cleared applicants will be subject to ongoing monitoring and relevant new records could lead to a bar and the clearance being revoked.

Before engaging a new, paid child-related worker, an employer must ensure the worker has clearance to work with children or a completed check application in progress. Existing workers and volunteers should be verified online as they are phased in to the new check.

The only way to accurately determine a person's clearance status is by verifying their Working with Children Check online; paper evidence of a clearance should not be accepted.

Child-related work is defined as face-to-face contact with children in a child-related sector or work in a child-related role.

Child Protection (Working with Children) Regulation 2013

In accordance with the [legislation](#) for Child Protection under Child Related Work-Education, trainers and staff need to be aware of their responsibilities to protect students under the age of 18. This includes staff who:

1. Work in schools or other educational institutions (other than universities) is child-related work.
2. Work providing private coaching or tuition to children is child-related work.

Please refer to the [Child Safe Policy](#) for further information

COMPLAINTS & APPEALS FORM

The Institute of Applied
Psychology Pty Ltd

Complainant Name			COMPLAINT AGAINST <input type="checkbox"/> Trainer <input type="checkbox"/> Student <input type="checkbox"/> Staff Member/Employer <input type="checkbox"/> Resources <input type="checkbox"/> Assessment Tools <input type="checkbox"/> The Institute of Applied Psychology
Date Submitted			
Who is Complaining (please tick)	<input type="checkbox"/> Student	<input type="checkbox"/> RTO Staff Member	
Form Submitted To	<input type="checkbox"/> Trainer/Assessor	<input type="checkbox"/> Employer	
Other Party/s Involved			
C & A Register No.			

Appeals must be lodged within 7 days of the initial result being determined.
Refer to the Complaints & Appeals Policy in the student handbook for procedure.

DETAILS OF COMPLAINT/GREIVANCE/APPEAL

APPEALS: Have you discussed this matter with your trainer in an attempt to reach a decision?

Yes/No

Are there any other details about the complaint that should be known? Please attach additional information if needed.

Yes/No

Signed by:

Date:

Form submitted to RTO manager or CEO date: _____

DETAILS OF COMPLAINT/GREIVANCE/APEAL

Written Acknowledgement (within 5 business days)

- Written acknowledgement has been given to the complainant.

Initial Meeting (within 10 business days)

- Complaint raised.
- Initial meeting held to discuss with all parties involved in the complaint, in order to find a solution agreeable to all parties.
- Solution found and remedied (Please continue to Appeal Outcomes section).

Further Investigation Required (within 60 calendar days)

- Referral to RTO Manager or nominated person.
- Referred to a third party/panel.
- Referral to other services (i.e. counselling services or LLN).
- Referred to National Training Complaints Hotline.
- Referral to government body (i.e. police, hospital).
- Referral to funding body (i.e. DET, VTG).

The RTO is responsible for acting upon the subject of any complaint/appeal found to be substantiated.

APPEAL OUTCOMES

Action/Response Taken By:

Date:

FEEDBACK FROM COMPLAINANT

- Satisfied with outcome.
- Dissatisfied with outcome – Further action required.
- Matter was dealt with within a reasonable timeframe? Yes/No

Other comment:

Complainant Signature:

Date:

OPPORTUNITY FOR IMPROVEMENT

The Institute of Applied
Psychology Pty Ltd

Date Identified		<p>TYPE OF OPPOTUNITY</p> <input type="checkbox"/> Training & Assessment <input type="checkbox"/> Client Services Operations
Title of OFT		
Form Completed By		
Person Responsible		
Relevant SNR/s		
OFI Register No.		

IDENTIFIED THROUGH

- Client/Employee Feedback
 Internal/External Audit Assessment
 Validation

All opportunities for improvement must be entered into the OFI register prior to creating, ensure that the OFI Register no. is entered above.

DETAILS OF WEAKNESS

Signature:

Date:

ACTION REQUIRED FOR IMPROVEMENT

Action taken by:

Date:

Actions discussed at quality and compliance meeting?	YES/NO	Date:
Policy and Procedures updated?	YES/NO	Date:
Entered into opportunity for improvement register?	YES/NO	Date:

WHS INCIDENT REPORT

The Institute of Applied
Psychology Pty Ltd

PERSON COMPLETING REPORT

First Name _____

Surname _____

Title Employee / Contractor / Student / Visitor

Date: _____

DETAILS OF INCIDENT

Describe the incident:

Was the identified incident on the RTO's premises? Yes No

Date and time the incident occurred:

Date: __ / __ / ____

Time: ____ am/pm

Where did the incident occur?

Training Room

Front reception

Kitchen

Outside the college premises

Toilets

Other _____

Administration Office

INJURY REPORT

First Name _____

Surname _____

Title Employee / Contractor / Student / Visitor

Home Address _____

Suburb _____ Postcode _____

Contact No _____

Date of Birth ____/____/____

Sex Male/Female

What was the injured person doing at the time of the incident?

Q, Please indicate location of injury on the body by circling estimated location below:



Did the injured person require medical treatment?

Yes





No

If yes, where was the treatment undertaken and what medical assistance did the injured person require?

Once this form has been completed, please forward to the RTO office for action and monitoring. The RTO will then forward this form to the WHS officer.

ACTION TAKEN/REQUIRED - TO BE COMPLETED BY WHS OFFICER

MANAGE RISK

	ELIMINATE
	SUBSTITUTE/ISOLATE/ENGINEER
	ADMINISTRATION
	PERSONAL PROTECTIVE EQUIPMENT

Was the risk eliminated? Yes No

If yes, how was it eliminated?

If no, was a substitute introduced, and/or isolated and/or engineered to minimise risk? Yes No

If yes, what was implemented?

Was an administrative control put into place to minimise risk? Yes No

If yes, what administrative control was put into place?

Why Personal Protective Equipment required to be introduced?

Yes

No

If yes, what PPE was implemented?

WHS risk assessment undertaken?

YES/NO

Date:

Was an opportunity for improvement identified?

YES/NO

Date:

Actions discussed at quality and compliance meeting?

YES/NO

Date:

Support Services

Name of Organisation	Website	Phone#	Email	Client Needs Addressed
AA - Alcoholics Anonymous	www.aa.org.au	1300 222 222	Refer to website.	Clients who are/or have been affected by alcoholism.
Australian Apprenticeship Centre's (AAC)	http://australianapprenticeships.gov.au	13 38 73	Refer to website.	Handles all matters related to traineeships and apprenticeships.
Australia.gov.au	http://www.australia.gov.au/	Website	Refer to website.	Covers a broad range of assistive support including LLN.
Adult Migrant English Program	https://immi.homeaffairs.gov.au/settling-in-australia/amep	131 881	Refer to https://www.homeaffairs.gov.au/help-and-support/contact-us	Assisting clients who have migrated to Australia and require assistance with LLN.
Beyond Blue	www.beyondblue.org.au	1300 224 636	https://www.beyondblue.org.au/about/contact-us	For clients who are experiencing anxiety and/or depression.
Black Dog Institute	www.blackdoginstitute.org.au	(02) 9382 2991	https://www.blackdoginstitute.org.au/contact-us/	Depression and Bipolar Disorder Information Australia.
The Butterfly Foundation	https://butterfly.org.au/	1800 334 673	Refer to website.	To assist clients who are experiencing issues with eating disorders.
NSW Government Family and Community Services	https://www.facs.nsw.gov.au/families	Refer to website for each services contact number	Refer to website.	For clients who are experiencing difficulties in the home, domestic violence, child abuse and neglect.
CEDD - Eating Disorder Help Centre	www.cedd.org.au	Refer to website	info@cedd.org.au	To assist clients who are experiencing issues with eating disorders.
Fair Work Commission	https://www.fwc.gov.au/	1300 799 675	Refer to website.	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.
Kids Helpline	www.kidshelpline.com.au	1800 551 800	https://kidshelpline.com.au/about/contact-us	Services for assisting individuals under 25 or people who are concerned about a child.
Alcohol & Drug Counselling ONLINE – A Turning Point Service	https://www.counsellingonline.org.au/tertiary-students	03 8413 8413 (Head office) Website has state contact details.	https://www.counsellingonline.org.au/find-support/email-a-counsellor	For clients who are concerned they may have a drug (incl. alcohol), emotional or mental health concern

Lifeline Australia	www.lifeline.org.au	13 11 14	Crisis chat available at https://www.lifeline.org.au/crisis-chat/	Clients who may be in a crisis or at risk of suicide or know of someone at risk of suicide
The Reading Writing Hotline	http://readingwritinghotline.edu.au/	1300 655 506	rwhotline@det.nsw.edu.au or access email through the website	If a client is having difficulty with reading, writing and numeracy.
NA - Narcotics Anonymous	https://www.na.org.au/multi/	1300 652 820	info@na.org.au	Clients who are/or have been affected by drugs.
NSW Sexual Violence Help Line (Full Stop Australia)	NSW Sexual Violence Helpline Full Stop Australia	1800 424 017	info@fullstop.org.au	To assist clients and their non-offending supporters who have experienced or are at risk of sexual assault.
Reach Out	https://au.reachout.com/	Refer to website	https://au.reachout.com/services/	Web-based service that inspires young people to help themselves through tough times and find ways to boost their own mental health and wellbeing by building skills and providing information, support, and referrals.
Workplace Bullying Helpline	www.workershealth.com.au https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/bullying-in-the-workplace#get-help	02 4926 2129	admin@workershealth.com.au newcadmin@workershealth.com.au	For clients who have been affected by bullying
Suicide Line Victoria	www.suicideline.org.au	1300 651 251	Available on website	For clients in Victoria who may be contemplating suicide or don't know how to help someone in their family who has been affected
Suicide Call Back Service	https://www.suicidecallbackservice.org.au/	1300 659 467	Via the website 'Contact Us' details.	Free nationwide service providing 24/7 phone and online counselling to people affected by suicide.
Men's Helpline Australia	https://mensline.org.au/	1300 78 99 78	https://mensline.org.au/contact-us/	For male clients affected by mental health, domestic violence, relationship troubles, financial stress, addiction and physical health.
Wesley Mission	www.wesleymission.org.au	(02) 9263 5555- Reception and General enquiries	https://www.wesleymission.org.au/about-us/contact-us/	Christian organisation that helps people with a wide range of issues affecting communities and individuals.
National Council for Single Mothers and their Children	https://www.csmc.org.au/	Refer to website.	ncsmc@ncsmc.org.au	Single mothers who need assistance.
Gidget Foundation Australia	www.gidgetfoundation.org.au	1300 851 758	contact@gidgethouse.org.au	Gidget Foundation Australia is a not-for-profit organisation that exists to support the emotional wellbeing of expectant and new parents to ensure they receive timely, appropriate and specialist care.

Physical Disability Australia	http://www.pda.org.au/	1800 732 674	manager@pda.org.au	For clients who require assistance with their physical disability
Deaf Australia - Translating and Interpreting Service	https://deafaustralia.org.au/self-advocacy-interpreters/	(02) 9871 8400	info@deafaustralia.org.au	For assisting the trainer who might require an interpreter for clients who are deaf or have hearing impairments.
Salvo Care Line	https://www.salvatonarmy.org.au/need-help/	13 72 58	Available on website	For clients who require <ul style="list-style-type: none"> • financial assistance or • emergency care • family and domestic violence • Homelessness support
Disability Advocacy Network Aust.	http://www.dana.org.au/	1300 186 453	info@dana.org	For clients who require assistance with their disability.
National Disability Service	https://www.ndis.gov.au/	1800 800 110	enquiries@ndis.gov.au	For clients who require assistance with their disability.
Vision Australia	http://www.visionaustralia.org/	1300 84 74 66	info@visionaustralia.org	For clients who require assistance due to vision impairment.
Community Migrant Resource Centre	http://www.cmrc.com.au/	(02) 9687 9901 – ask for the Intake Officer	intake@cmrc.com.au	For clients who may need assistance for migration support services.
Family and Community Services	https://www.facs.nsw.gov.au/coniston/service-and-support-for-older-people-people-with-a-disability-and-their-families-and-carers	(02) 9377 6000	Refer to website	Support for family, ageing, disability or home care.
Job Access	https://www.jobaccess.gov.au/home	1800 464 800	hotline@workfocus.com	Driving Disability Employment through a variety of support services
Department of Mental Health	https://www.health.nsw.gov.au/mentalhealth/Pages/default.aspx	1800 011 511	Available on website	Support for students who are affected by mental health issues
Brisbane Network of Libraries	https://www.brisbane.qld.gov.au/things-to-see-and-do/council-venues-and-precincts/libraries	Refer to website.	Refer to website.	Locations of all libraries across Brisbane.
Canberra Network of Libraries	https://www.library.act.gov.au/find-us	02 6205 9000	Library.customerinfo@act.gov.au	Locations of all libraries across Canberra.
Melbourne Network of Libraries	https://www.melbourne.vic.gov.au/community/libraries/locations/Pages/locations.as	1800 695 427	Refer to website.	Locations of all libraries across Melbourne.

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Perth Network of Libraries	https://visitperth.com/see-and-do/libraries	Refer to website.	Refer to website.	Locations of all libraries across Perth.
Sydney Network of Libraries	https://www.cityofsydney.nsw.gov.au/libraries	(02) 9265 9333	library@cityofsydney.nsw.gov.au	Locations of all libraries across Sydney.