STUDENT HANDBOOK

The Institute of Applied Psychology Pty Ltd

Contents

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.

Disclaimer

This handbook contains information that is correct at the time of publishing. Changes to legislation may impact on currency of information included. The Institute of Applied Psychology reserves the right to vary and update information without notice. Licensed users are advised to seek any changed information from The Institute of Applied Psychology or the Regulator.

This handbook has been prepared as a resource to assist students to understand their obligations and those of The Institute of Applied Psychology. All students must read, understand, be familiar with, and follow the policies and procedures outlined in this handbook.

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

P: 1300 380 681 or

E: support@iap.edu.au.

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

Version Control

Version:	Date:	Details of Changes:
1.0	August 2024	Content update
1.1	May 2025	Minor updates
1.2	October 2025	Minor updates in line with Standards for RTO's 2025
3.0	December 2025	Updates to CT and RPL Policy and Procedures

OUR COURSES

THE INSTITUTE OF
APPLIED
PSYCHOLOGY

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 some 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 studying 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 response 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	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.
	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.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
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	1.1 Establish client's purpose for consultation.
	1.2 Explore and clarify client needs, objectives and expectations.
	1.3 Provide clear information about scope and limits of services to be provided.
	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.
	1.5 Identify and respond to any barriers to information gathering and assessment.
	1.6 Seek client information respectfully and sensitively using questioning techniques.
	1.7 Take accurate and well-organised notes as required.
2. Determine treatment plan	2.1 Use professional judgement to draw conclusions about treatment needs.
	2.2 Explain to the client their role in co-operating and participating in the therapy and in accordance with the treatment plan.
	2.3 Use ongoing questioning to determine the client needs and the treatment plan.
	2.4 Respond to client questions about the treatment plan using language the client understands.
	2.5 Select methodologies that meet the client's needs and are consistent with the overall planned intervention.
3. Confirm treatment plan	3.1 Discuss treatment options with the client and agree on and confirm a recommended course of action.
	3.2 Discuss referral and collaborative options with the client as part of the treatment plan.

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	This unit of competency describes the performance outcomes, skills and knowledge required to provide a clinical hypnosis session to a client.
	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.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
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	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	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	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	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. 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. "No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication".
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	1.1 Establish the outcomes of therapeutic intervention treatments based on previous clinical hypnosis and practice evidence. 1.2 Evaluate and take account of the range of client factors that contribute to successful treatment outcomes. 1.3 Adjust documented treatment evaluation criteria in response to treatment outcomes.
2. Monitor client progress	2.1 Build and maintain a relationship of trust with the client with active promotions of, and strict adherence to confidentiality 2.2 Assess client progress in accordance with the clinical hypnosis framework using the information gathering techniques. 2.3 Seek client feedback about impacts of hypnosis session using questioning, active listening and nonverbal communication. 2.4 Identify factors that may be inhibiting client progress. 2.5 Document findings within the treatment plan.
3. Evaluate effectiveness of treatments	3.1 Evaluate improvements or changes in the client and compare with expectations in the treatment plan. 3.2 Evaluate treatment impacts in relation to the range of factors that contribute to successful treatment outcomes. 3.3 Evaluate ways in which treatments may be adjusted for individual clients and across client populations. 3.4 Document evaluation processes and outcomes.

| 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	This unit of competency describes the performance outcomes, skills and knowledge required to develop a sustainable clinical hypnosis and strategic psychotherapy practice
	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.
	"No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication".
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	1.1 Determine information needs of individuals and groups. 1.2 Distil key messages that represent the philosophy and practice of clinical hypnosis and strategic psychotherapy. 1.3 Communicate information about clinical hypnosis and strategic psychotherapy.
2. Determine requirements for sustainable clinical hypnosis and strategic psychotherapy practice	2.1 Research and analyse key issues that affect the development and sustainability of professional practice. 2.2 Develop strategies to sustain clinical hypnosis and strategic psychotherapy practice. 2.3 Review strategies to develop and sustain clinical hypnosis and strategic psychotherapy practice. 2.4 Collate and document information to support professional practice.
3. Develop approach to own practice	3.1 Reflect on professional goals and aspirations. 3.2 Identify and assess professional development opportunities. 3.3 Identify strategies to address opportunities and constraints of individual personal circumstances that apply to scope of practice. 3.4 Make decisions about the development of own practice. 3.5 Develop practical strategies that address own practice goals.

UNIT CODE   NAT11271006

UNIT TITLE	Apply strategic psychotherapy techniques to clinical hypnosis work
APPLICATION	This unit of competency describes the performance outcomes, skills and knowledge required to use strategic psychotherapy techniques in clinical hypnosis work.
	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.
	"No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication".
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	1.1 Define strategic psychotherapy and its application to a range of client issues. 1.2 Investigate the historical development of strategic psychotherapy and key principles underpinning strategic psychotherapy.
2. Integrate strategic psychotherapy into clinical hypnosis practice	2.1 Draw on strategic psychotherapy philosophy to interpret client issues. 2.2 Use interviewing skills to identify and confirm experiential gaps. 2.3 Address the experiential gaps through discussion with the client and as part of the hypnotic intervention. 2.4 Discuss the client's experience of the session and insights they have gained. 2.5 Identify opportunities to reinforce strategic therapeutic lessons and discuss these with the clients 2.6 Use post hypnotic suggestions to reinforce longer term outcomes. 2.7 Draw on strategic psychotherapy philosophy to interpret client issues. 2.8 Use interviewing skills to identify and confirm experiential gaps. 2.9 Address the experiential gaps through discussion with the client and as part of the hypnotic intervention.
3. Extend and expand own skills and knowledge in strategic psychotherapy	3.1 Pro-actively identify and respond to opportunities to expand own knowledge of strategic psychotherapy. 3.2 Record and present strategic psychotherapy techniques used in clinical hypnosis work. 3.3 Pro-actively engage and collaborate in self-assessment with peers.

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 not compulsory but strongly encouraged.

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 Practicing Counsellors Association (CPCA) and articulates into various related degrees in Australian Universities

Important information about Credit Transfer and professional membership

While Credit Transfer may be available for individual units of competency, Credit Transfer cannot be granted for the entire qualification. Students must complete assessment through IAP to be awarded the CHC51015 Diploma of Counselling. Where students are undertaking the qualification for the purpose of professional membership, Credit Transfer may be limited to ensure training, assessment and professional pathway requirements are met.

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 CHCDFV006	Provide domestic and family violence support in non-English speaking background communities 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

BSB40320 CERTIFICATE IV IN ENTREPRENEUSHIP AND NEW BUSINESS

COURSE OUTCOMES

This qualification reflects the role of individuals establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

These individuals use well developed skills and a broad knowledge base to solve a range of unpredictable problems and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others and have responsibility for the output of others.

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 and tutorials via our dedicated Zoom classrooms.

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 training materials and assessments are delivered online; therefore, you must have access to a good computer with reliable internet access. You will also have online access to your facilitator and other support.

WORKSHOPS/PRACTICAL SEMINAR

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 not compulsory, however attendance is highly recommended..

COURSE DURATION

This course is 12 months in duration.

ACCREDITATION

The BSB40320 Certificate IV in Entrepreneurship and Business is a nationally government accredited Qualification at level 4 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.

• 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:

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

COURSE STRUCTURE

To be awarded BSB40320 Certificate IV in Entrepreneurship and Business, students must successfully complete a total of 10 units of competency, comprising:

• 4 core units
• 6 elective units, of which,

  • 2 elective units must be selected from Group A
  • for the remaining 4 elective units:

    o up to 3 units may be selected from Group A
    o up to 4 units may be selected from Group B
    o if not listed, up to 2 units may be selected from a Certificate III, Certificate IV or Diploma from this or any other currently endorsed Training Package qualification or accredited course.

The Institute of Applied Psychology has selected the following 6 elective unit for delivery as part of this qualification.

CORE UNITS

BSBESR401	Research and develop business plans
BSBESB402	Establish legal and risk management requirements of new business ventures
BSBESB403	Plan finances for new business ventures
BSBESB404	Market new business ventures

Elective Units

BSBESB302	Develop and present business proposals
BSBESB301	Investigate business opportunities
BSBCRT411	Apply critical thinking to work practices
BSBOPS404	Implement customer service strategies
BSBTWK503	Manage meetings
BSBPEF401	Manage personal health and wellbeing

RECOMMENDED STUDY SCHEDULE

You have 18 months to complete this qualification.

UNIT INFORMATION

Unit information for the units in the BSB40320 Certificate IV in Entrepreneurship and New Business may be found on training.gov.au

BSB50120 DIPLOMA OF BUSINESS

COURSE OUTCOMES

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities.

Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions.

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 and tutorials via our dedicated Zoom classrooms.

To succeed in your training, a good level of computer literacy is expected. Many learning and assessment activities are delivered online, so having access to a reliable computer and internet connection is essential.

Online delivery offers flexibility—allowing you to engage with your training anytime and from any location. You'll also have access to your trainer and support team through online platforms to help you stay connected and supported throughout your learning journey.

WORKSHOPS/PRACTICAL SEMINAR

Virtual workshops will be scheduled throughout your course to help you apply the skills and knowledge you're developing in a practical, hands-on way.

Information about upcoming workshops will be shared with you during your training.

While attendance at these sessions is not mandatory, it is highly recommended to enhance your learning experience.

COURSE DURATION

This course is 12 months in duration.

ACCREDITATION

The BSB50120 Diploma of Business is a nationally government accredited Qualification at level 5 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.

• 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:

• Completed Year 12 or Certificate III qualification or overseas equivalent.

• Are over the age of 18 years old

• Have at least three (3) years' experience in business

COURSE STRUCTURE

To be awarded BSB50120 Diploma of Business, students must successfully complete a total of 12 units of competency, comprising:

• 5 core units

• 7 elective units
  - 2 elective units must be selected from Group A
  - for the remaining 5 elective units:
    - up to 5 units may be selected from Groups A – I
    - if not listed, up to 2 units may be selected from a Certificate IV, Diploma or Advanced Diploma from this or any other currently endorsed Training Package qualification or accredited course.

The Institute of Applied Psychology has selected the following 6 elective unit for delivery as part of this qualification.

CORE UNITS

BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace

Elective Units

BSBOPS504 BSBTWK503

BSBSTR502

BSBPEF502 BSBOPS404

BSBTWK502

BSBPEF501

Manage business risk

Manage meetings

Facilitate continuous improvement

Develop and use emotional intelligence

Implement customer service strategies

Manage team effectiveness

Manage personal and professional development

RECOMMENDED STUDY SCHEDULE

You have 18 months to complete this qualification.

UNIT INFORMATION

Unit information for the units in the BSB50120 Diploma of Business may be found on training.gov.au

BSB50420 DIPLOMA OF LEADERSHIP AND MANAGEMENT

COURSE OUTCOMES

This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They may plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

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 and tutorials via our dedicated Zoom classrooms.

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 training materials and assessments are delivered online; therefore, you must have access to a good computer with reliable internet access. You will also have online access to your facilitator and other support.

WORKSHOPS/PRACTICAL SEMINAR

Virtual workshops will be scheduled throughout your course to help you apply the skills and knowledge you're developing in a practical, hands-on way.

Information about upcoming workshops will be shared with you during your training.

While attendance at these sessions is not mandatory, it is highly recommended to enhance your learning experience.

COURSE DURATION
This course is approximately 18 months in duration.

ACCREDITATION
The BSB50420 Diploma of Leadership and Management is a nationally government accredited Qualification at level 5 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.

• 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:

• Completed Year 12 or Certificate III qualification or overseas equivalent.
• Minimum 18 years of age.
• Have experience in or currently working in a team or leadership position

COURSE STRUCTURE
To be awarded BSB50420 Diploma of Leadership and Management, students must successfully complete a total of 12 units of competency, comprising:

• 6 core units
• 6 elective units,
  - elective units must be selected from the elective units listed on training.gov.au
  - for the remaining 2 elective units:
    - up to 2 units may be selected from the elective units listed below
    - if not listed, up to 2 units may be selected from a Certificate IV or above, from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the hentegrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

With this in mind, The Institute of Applied Psychology has selected the following 6 elective units for delivery as part of this qualification.

CORE UNITS

BSBCMM511	Communicate with influence
BSBCRT511	Develop critical thinking in others
BSBLDR523	Lead and manage effective workplace relationships
BSBOPS502	Manage business operational plans
BSBPEF502	Develop and use emotional intelligence
BSBTWK502	Manage team effectiveness

Elective Units

BSBXCM501	Lead communication in the workplace
BSBSTR502	Facilitate continuous improvement
BSBOPS504	Manage business risk
BSBPEF501	Manage personal and professional development
BSBCMM412	Lead difficult conversations
BSBTWK503	Manage meetings

RECOMMENDED STUDY SCHEDULE

You have 2 years to complete this qualification.

UNIT INFORMATION

Unit information for the units in the BSB50420 Diploma of Leadership and Management may be found on
training.gov.au

Student Handbook
Policies & Procedures

THE INSTITUTE OF
APPLIED
PSYCHOLOGY
IAP

BSB60420 ADVANCED DIPLOMA OF LEADERSHIP AND MANAGEMENT

COURSE OUTCOMES

This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.

Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters. They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

The BSB60420 Advanced Diploma of Leadership and Management builds upon the foundational knowledge and skills acquired in the Diploma level qualification, delving deeper into advanced concepts and strategies relevant to leadership and management roles. This includes strategic leadership and executive decision making, leading high performance teams, developing ethical leadership and organisational social responsibility and promoting and developing innovation in the workplace.

STUDY MODE

This course is delivered in a hybrid format, combining self-paced online learning with interactive tutorials conducted via our dedicated Zoom classrooms.

To get the most out of your learning experience, a confident level of computer literacy is expected. The online format gives you the flexibility to study from anywhere, at any time.

As both training materials and assessments are provided online, you'll need reliable access to a computer and internet connection. Ongoing support is available throughout your training, including access to your facilitator and our dedicated student support team.

WORKSHOPS/PRACTICAL SEMINAR

Virtual workshops will be scheduled throughout your course to help you apply the skills and knowledge you're developing in a practical, hands-on way.
Information about upcoming workshops will be shared with you during your training.

While attendance at these sessions is not mandatory, it is highly recommended to enhance your learning experience.

COURSE DURATION

This course is approximately 18 months in duration.

ACCREDITATION

The BSB60420 Advanced Diploma of Leadership and Management is a nationally government accredited Qualification at level 6 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.

• 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:

- Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions).
  or
- Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.

COURSE STRUCTURE

To be awarded BSB60420 Advanced Diploma of Leadership and Management, students must successfully complete a total of 10 units of competency, comprising:

• 5 core units

• 5 elective units,

   o 3 of the elective units must be selected from the elective units listed on Advanced Diploma of Leadership and Management

   o for the remaining 2 elective units:

      • up to 2 units may be selected from the elective units listed at Advanced Diploma of Leadership and Management

      • if not listed, up to 2 units may be selected from an Advanced Diploma or above, from this or any other currently endorsed Training Package qualification or accredited course.

   Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

With this in mind, The Institute of Applied Psychology has selected the following 6 elective units for delivery as part of this qualification.

CORE UNITS

BSBCRT611	Apply critical thinking for complex problem solving
BSBLDR601	Lead and manage organisational change
BSBLDR602	Provide leadership across the organisation
BSBOPS601	Develop and implement business plans
BSBSTR601	Manage innovation and continuous improvement

Elective Units

BSBXCM501	Lead communication in the workplace
BSBCMM511	Communicate with influence
BSBPEF501	Manage personal and professional development
BSBHRM614	Contribute to strategic workforce planning
BSBMKG623	Develop marketing plans

RECOMMENDED STUDY SCHEDULE

You have 2 years to complete this qualification.

UNIT INFORMATION

Unit information for the units in the BSB60420 Diploma of Leadership and Management may be found on
training.gov.au

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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:

• Standards for NVR Registered Training Organisations (RTOs) 2025
• The Australian Qualifications Framework.
• The Fit and Proper Person Requirements 2011.
• The Financial Viability Risk Assessment Requirements 2011.
• The Data Provision Requirements 2020

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).

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 NVR Registered Training Organisations 2025

Outcome Standard 1 – Training and Assessment

• Learners benefit from engaging, well-structured training that equips them with nationally recognised and industry-relevant skills and knowledge, supporting their employment or further study goals.

• Learners are confident their training has been shaped by current industry input and that their assessments are fair, consistent, and aligned with real-world expectations

• Learners can trust that their prior knowledge and skills are recognised where appropriate, and credit transfer opportunities are available to support efficient progression through their learning journey.

• Graduates leave with strong, credible qualifications because the training, assessment, and learning environment are high-quality, well-resourced, and validated by experienced professionals.

Outcome Standard 2 – VET Student Support

• Learners are treated fairly and respectfully, with access to clear and accurate information about their course, rights, and any changes that may affect them.

• Students receive advice that helps them choose the right course based on their goals, existing skills, and knowledge.

• Learners are supported by qualified staff who help them stay on track, including access to reasonable adjustments where needed.

• The learning environment is inclusive and supports the wellbeing and diversity of all students.

• Feedback and complaints are taken seriously, helping improve services and outcomes for current and future students.

• Students have access to a fair appeal process if a decision negatively impacts them.

Outcome Standard 3 – VET Workforce

• The RTO ensures its workforce is well-managed, with qualified staff delivering industry-relevant training and assessment.

• Ongoing professional development is provided to keep staff updated with current industry trends and training needs.

• Trainers and assessors hold the necessary qualifications and industry experience to deliver high-quality training and assessment.

• Continuous professional development ensures their skills remain current and relevant to the training products they deliver.

Outcome Standard 4 – Governance

• The RTO operates with integrity, ensuring quality training and clear roles and responsibilities for staff and third parties.

• Leadership maintains oversight to ensure compliance with regulatory requirements.

• The RTO actively manages risks to ensure a safe learning environment for staff and learners.

• The RTO regularly reviews and improves its practices to ensure training delivery remains effective and aligned with industry needs.

• Feedback from stakeholders is used to enhance the quality of services provided.

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 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 and safe environment, which is free from harassment, discrimination
- and victimisation.
- 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 the IAP holds about them, including participation and progress, in line with IAP's Information Privacy Policy.
- Have 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.
• Respect the opinions and backgrounds of others. Think of the classroom as your workplace - are you a good work colleague?
• Comply with the policies and procedures within the student handbook
• Cooperate with trainers, assessors, RTO staff and students in the conduct of training and assessment.
• 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.
• Participating in all training activities by asking questions and interacting with other students
• Use their brain and challenge themselves in the classroom. You will thank yourself later when you have a better understanding of the training that was delivered.
• Find 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?
• 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.
• 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.
• Communicate with the trainer or the RTO Manager about any struggles that you may be having, especially if it will affect their training and assessment.
• 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.

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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.

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 (where applicable)

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.
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 and
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, and,
2.5. The Student must have access to a stable internet connection, a computer, and a printer.

3. CONFIRMATION OF PLACE

3.1. Your place within the courses is not confirmed until IAP has received a fully completed Student Enrolment Form (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 and the onboarding has been completed.
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 and finalising of any onboarding, you 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.
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, you 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. At this time you become liable for the entire course fee.

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 of 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. All fees, or a formal agreement to pay fees through an approved payment plan, must be received prior to the commencement of the course. By enrolling, the student acknowledges and accepts full financial responsibility for the entire course fee, regardless of course completion status. Should a student withdraw, discontinue, or fail to complete the course for any reason, the student remains liable for payment of all fees in full as agreed upon enrolment.

5.2. Non-payment or late payment of fees will result in the student being liable for all outstanding fees plus any additional costs associated with the collection process. These additional costs may include, but are not limited to, administrative charges, legal fees, debt collection agency fees, and any other reasonable expenses incurred in the pursuit of the outstanding amount. The Institute reserves the right to engage third-party collection services to recover unpaid fees and to report payment defaults to relevant credit agencies where applicable.

5.3. For all National Qualifications (these are courses owned by the Commonwealth of Australia and whose course code starts with CHC or BSB), you may cancel your enrolment if you are within 14 days of enrolment.

5.4. For all other accredited and non-accredited courses (these are courses privately owned by IAP), you may cancel your enrolment if you are within 14 days of enrolment and you have not accessed any of the resources, units, readings, eLearning modules, etc. This means that even if you have not accessed any of the resources if you withdraw after 14 days of your enrolment, no refunds are available.

5.5. You are deemed to have commenced your Course at IAP at the time of enrolment and/or at such time you are given access to the course and the learning resources. Please note that practical sessions (scheduled or otherwise) are part of the Course but do not constitute the start and end of a Course.

5.6. All enrolment withdrawals must be requested by submitting a completed Student Withdrawal Form and sent to student support via email (support@iap.edu.au).

5.7. Any approved refunds of course 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.

5.8. Any approved refunds of course fees paid upfront and in full by the student will incur a $250 administration fee.

5.9. Any approved refunds of course fees paid as part of an IAP Payment Plan will incur a $250 administration fee.

5.10. 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.

5.11. Any withdrawal or refund application is subject to the terms and conditions of IAP.

5.12. 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.

5.13. Any refund will take approximately 6-8 weeks to analyse, confirm and process.

5.14. 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 (the Event) (these are not Courses)

7.1. At least two (2) weeks prior to the first day of the Event with a $250 administration charge and any deposit you have made will not be refunded.

7.2. Less than two (2) weeks prior to the first day of the Event, you will not be entitled to any refund.

7.3. Any deposits made are non-refundable.

7.4. If you do not attend an event and do 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. You may transfer your full course to another timetabled iteration provided you have not commenced the course. You are required to give us 14 days written notice. No transfer will be allowed if you 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. You can defer your attendance at the course. However, once you decide to defer your course, you 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. You can apply for extensions for your 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 you fail to attend the sessions into which you are enrolled without prior notice to us, you will be charged for the full price of the course and you 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. We are not liable for any third-party claims against you 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. You are solely responsible for results achieved in 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

16.1. Your responsibilities are to:

16.1.1 To act with integrity at all times

16.1.2 Access, read and comply with IAP's policies and procedures as published on the IAP website in the Handbook (https://www.iap.edu.au/) which may change from time to time for regulatory purposes

16.1.3 ensure that you fulfil any eligibility requirements for any course you enrol in (as specified in the Handbook)

16.1.4 provide photo identification to confirm your identity for online assessment purposes (you will do this through your onboarding)

16.1.5 ensure that all information you provide at enrolment is accurate and truthful and does not impact on your ability to complete the course

16.2. Only submit work that is your own, or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work.

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

16.3.1.Treat all people with fairness and respect and not do anything that could offend, embarrass, or threaten others.

16.3.2.Not harass, victimise, discriminate against or disrupt others.

16.3.3.Treat all others and their property with respect.

16.3.4.Respect the opinions and backgrounds of others.

16.3.5.Follow all safety policies and procedures as directed by staff.

16.3.6.Report any perceived safety risks as they become known.

16.3.7.Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.

16.3.8.Notify us (via the student portal) if any of their personal or contact details change.

16.3.9.Notify us if for any reason you are unable to participate in the training

16.4. Notify us immediately if you feel you are not coping mentally, emotionally, psychologically with any parts of the training.

16.5. Notify the RTO Manager immediately of any concerns you may have with staff or students.

16.6. Provide relevant and accurate information to IAP in a timely manner.

16.7.Approach their course with due personal commitment and integrity.

16.8. Read, understand, accept, and work within the IAP Context of Learning Statement.

16.9. Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on Copyright.

16.10. Make regular contact with their trainer/assessor.

16.11. Prepare appropriately for all assessment tasks, visits and training sessions.

16.12. Notify IAP if any difficulties arise as part of their involvement in the program.

16.13 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.

16.14 Make payments for their training within agreed timeframes, where relevant.

17. DRUGS AND ALCOHOL

IAP requires you to participate in learning whilst free from the influence of any substance including drugs and alcohol, which may prevent you from learning activities safely and effectively.

17.1. 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.

17.2. IAP reserves the right to expel, suspend or terminate the enrolment of any student found to be in an IAP training session under the influence.

17.3. We encourage anyone who may have an alcohol or drug problem to seek assistance.

18. ADDRESSING ISSUES OF CONCERN

18.1. If you have a concern with the facilitators, assessors, any staff, or another student, you should immediately make the RTO Manager aware of your concern in writing via email.

18.2. The RTO Manager will advise on a course of action to deal with your concerns.

19. EFFECTIVE LEARNING AND THE CONTEXT OF LEARNING

19.1. IAP believes that effectives 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:

CRITICAL THINKING IN LEARNING

- 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 understandings 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, this 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 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 such as lying, and intentional and serious omission of mental health information 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, intentional and serious omission of mental health information, and immediate termination of enrolment may be enforced in such instances.

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, lying, and intentional and serious omission of mental health information, or any other behaviour that negatively affects the group or IAP students and staff.

20.5. IAP may terminate a student's enrolment for any reason 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 in all materials is owned by IAP unless otherwise stated.

21.2. You agree 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. You agree 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 you have expressed prior written consent from IAP. Any attempt to do so may result in damages.

21.4. You agree 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. OCCUPATIONAL HEALTH & SAFETY

22.1. IAP aims to ensure the health, safety and welfare of all its participants and others who enter its work premises and course venues. 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 on the training premises and follow any reasonable instructions of 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. You agree not to assign, or otherwise transfer your rights under this Agreement without our prior written consent. Any unauthorised attempt to do so is void.

23.3. Neither IAP nor you the attendee are responsible for failure to fulfill any obligations due to causes beyond either party's control.

23.4. Any terms of this Agreement, which by their nature extend beyond its termination, remain in full effect until fulfilled and apply to respective successors and assignees.

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 declare 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 construed as a substitute for medical and psychological examination, diagnosis, or treatment and in no way constitutes or be construed 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 construed 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 or the IAP.
- 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 or terminate the enrolment of 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.
- by signing these terms and conditions, I affirm and declare that I have, through the onboarding process, disclosed all medical and psychological conditions that may affect my ability to participate in or complete the course.
- I acknowledge and agree that if I have made a false declaration in relation to my ability to participate in the course, or not answered any questions honestly during the enrolment process, that the IAP can immediately terminate my enrolment without a refund.

PLEASE NOTE :
IAP reserves the right to modify, amend, or update these Terms and Conditions at any time.

All modifications become effective immediately upon posting to the IAP website and/or the Student Management System, and supersede all previous versions. Students will be notified of significant changes via their email address, though notification is not required for the updated terms to be binding.

The current version of the Terms and Conditions, as published on the IAP website at [iap.edu.au], shall replace any prior versions to which the student may have previously agreed, including those acknowledged during enrolment, registration, or onboarding processes. By continuing enrolment or utilising IAP services following any modification, you acknowledge and agree to be bound by the current Terms and Conditions.

It is your responsibility to periodically review these Terms and Conditions to stay informed of any changes. The institution may, at its discretion, require students to acknowledge updated terms at the beginning of each year, but such acknowledgment is not necessary for the terms to be enforceable.

ENROLMENT

All students are required to complete an online enrolment form. This form helps us collect important details like your contact information, emergency contact, your Unique Student Identifier (USI), and any recognition of prior learning you might have.
 It also includes some basic information we need to report to the government (AVETMISS).

As part of the enrolment process, you'll be asked to read and sign our Terms and Conditions. These explain your rights as a student, as well as what we expect from you. You'll receive a copy of these Terms and Conditions via email to sign electronically, and they're also available anytime on our website at iap.edu.au.

Once your form is submitted, a copy will be saved in your student portal so you can access it whenever you need it.

Our RTO Manager makes sure every student has completed their enrolment before classes begin — so everything's in place for you to get started smoothly.

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 student, depending on the qualification they are enrolling in, must complete IAP's LLND test at the time of enrolment.
3. A deposit must accompany enrolment to secure a placement within a course,
4. It is the student's responsibility to note the date, time, and location of the course as advertised.
5. Courses with low enrolments may be cancelled. If this occurs, students will be contacted. The student must ensure their contact details are correct.
6. 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.
7. 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.
8. Students can only join after the course commencement date if they meet all prerequisites. Full course fees are still payable for late enrolments.
9. 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.
10. 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.
11. 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).
12. If a student is identified as having a disability and requiring further support, please refer to the Support Services section in this manual.

Student Portal

Upon successful enrolment, you will be given access to IAP's Student Portal where you will be able to access a range of information, resources and forms. It is strongly recommended that you log in and set up your account so you can access these resources any time you like. Log in to the Student Portal at *https://iap.app.axcelerate.com/learner/*

To ensure you have a smooth learning experience, IAP provides all students with a detailed video tutorial. This tutorial will guide you step-by-step on how to access our online learning platform and navigate through the various features.

The video will cover:

- How to log in and access your courses

- Navigating the course content, including lessons, assessments, and resources

- Submitting assignments and tracking your progress

- Accessing support if you need help with the platform

The tutorial will be available to you at the start of your course, and you can revisit it at any time should you need a refresher. If you encounter any difficulties, our support team is always available to assist you.

Support Services

The Institute of Applied Psychology caters to diverse learning needs and is committed to identifying and responding to the individual needs of all students. Students are encouraged to express their learning and support needs at every stage of their journey, beginning with enrolment and continuing throughout their studies.

We are committed to providing timely and appropriate support, advice, and assistance to help you succeed in your training. To ensure the highest quality of training and assessment, we offer a range of support services aimed at improving learning outcomes and supporting student wellbeing.

If you need assistance, you are encouraged to speak with your trainer in the first instance. If further support is required, you can make an appointment with the RTO Manager to discuss additional support services available to you.
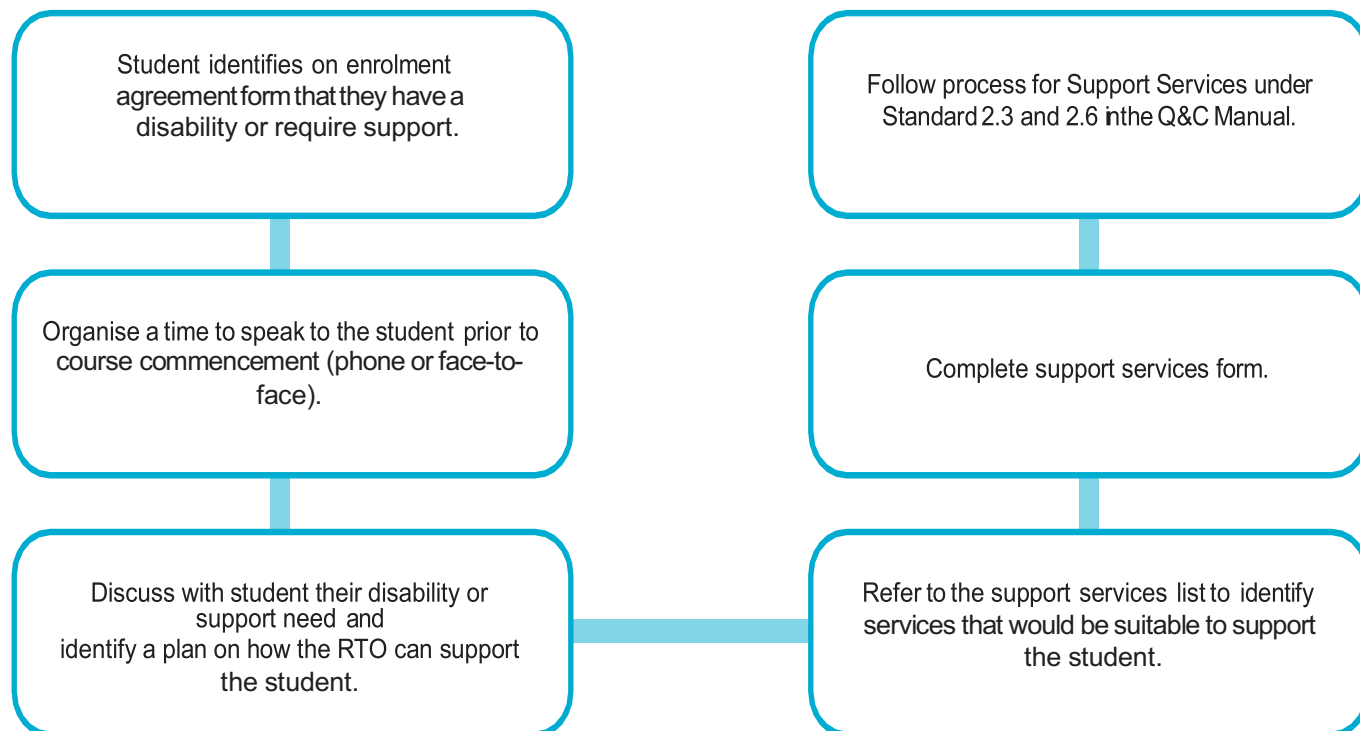
Additional support services include:

• Learning support.

• Assistance with Recognition of Prior Learning (RPL) or Credit Transfer applications

• Provision or access to specialist support equipment or personnel

• Reasonable adjustments to support your individual learning needs

• Clear briefings on assessment processes, provided in both verbal and written formats

• Provision or access to assistive technology, equipment, and other resources to support students with disabilities or special learning requirements.

• Flexible delivery options, including one-on-one time with trainers and assessors, to cater to individual learning needs.

• Assistance in using digital platforms and technology

• Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources.

• Referral to Language, Literacy, Numeracy and Digital (LLND) support

• Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.

• Mentoring and coaching support

• Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.

• Grievance and conflict resolution support

• Stress management strategies and referral services and support for student wellbeing through online learning and support courses that focus on personal development and resilience.

• Assistance with access and equity issues

• Referral to financial support and assistance services to help students manage the costs associated with their studies.

• General client welfare support including any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

We recognise that personal challenges can impact your training experience. Our support services are designed not just to assist with learning, but also to promote your overall wellbeing — helping you to manage stress, maintain a healthy study-life balance, and access specialist support when needed.

If you experience genuine difficulties in completing your program within the allotted timeframe, please inform the RTO Manager as early as possible so we can explore flexible support options with you.

Support Services Process

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┌─────────────────────────────────┐          ┌─────────────────────────────────┐
│ Student identifies on enrolment │          │ Follow process for Support      │
│ agreement form that they have a │          │ Services under Standard 2.3 and │
│ disability or require support.  │          │ 2.6 in the Q&C Manual.          │
└─────────────────────────────────┘          └─────────────────────────────────┘
                │                                            │
┌─────────────────────────────────┐          ┌─────────────────────────────────┐
│ Organise a time to speak to the │          │ Complete support services form. │
│ student prior to course         │          │                                 │
│ commencement (phone or face-to- │          │                                 │
│ face).                          │          │                                 │
└─────────────────────────────────┘          └─────────────────────────────────┘
                │                                            │
┌─────────────────────────────────┐          ┌─────────────────────────────────┐
│ Discuss with student their      │          │ Refer to the support services   │
│ disability or support need and  │──────────│ list to identify services that  │
│ identify a plan on how the RTO  │          │ would be suitable to support    │
│ can support the student.        │          │ the student.                    │
└─────────────────────────────────┘          └─────────────────────────────────┘
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Support Services Form

At The Institute of Applied Psychology, we are committed to supporting your learning journey and wellbeing.

If you have a conversation with a trainer or staff member about needing extra support, adjustments to your training, or other personal matters that might affect your studies, we may complete a Support Services Form to ensure you get the help you need.

The Support Services Form helps us keep a record of any support provided or recommended, so we can follow up and make sure you are well supported throughout your course.

You can request a copy of this form from the office, or we can email it to you if needed.

The Support Services Form may be used to record:

- Any concerns or issues you raise during class or in private discussions

- Referrals we recommend to external support services (such as counselling, disability support, or specialist tutoring)

- Any information you share with us about a disability or health condition that may require extra assistance

- Discussions about adjustments to your training or assessment to better support your needs (an adjustment plan may also be developed with you)

- Conversations about Language, Literacy, Numeracy or Digital Skills support and any referrals to additional services

Once completed, your Support Services Form will be provided to the RTO Manager, who may meet with you to discuss how we can best support you.

We review all support services forms at our monthly quality and compliance meetings to ensure we continue to meet the needs of our students and improve our services.

Remember: All discussions and support records are treated confidentially and respectfully and are used solely to support your success and wellbeing.

Support Services List

We've included a Support Services List at the back of your Student Handbook, which provides contact details for a range of organisations that can offer you extra help if you need it. This list includes websites, phone numbers, and descriptions of the services available.

If you're ever unsure which support service might be right for you, please reach out to your trainer or the RTO Manager. We're here to help guide you to the right support and make sure you get the assistance you need.

Mental Health and Disclosure and Support Policy

At IAP we are committed to creating an inclusive and supportive learning environment. We understand that mental health is a significant part of wellbeing and we encourage open, respectful and confidential discussions about support needs. We aim to support all potential and onboarded students, including those with a mental health condition to participate successfully in their training.

Disclosures will not automatically affect enrolment decisions. Where relevant, we may request a statement from a healthcare professional to help plan any support or reasonable adjustments. Final enrolment decisions will balance individual needs with the safety and integrity of the course.

Purpose of the policy

The purpose of this policy is to outline IAP's approach to supporting applicants to counselling and psychotherapy training programs who disclose a mental health condition. Given the clinical and emotionally demanding nature of these programs, this policy aims to ensure that:

- Applicants are provided with a safe, confidential, and supportive process for disclosure;

- Reasonable adjustments and appropriate supports are explored collaboratively;

- The wellbeing of all students, staff, and future clients is safeguarded;

- Decisions about participation in training are made with fairness, transparency, and care;

- IAP fulfils its duty of care while fostering an inclusive, stigma-free learning environment.

When to disclose

If you are applying for a counselling and psychotherapy course and have a mental health condition that may impact your training, assessment, or clinical practice, you are **strongly encouraged** to share this information with us during the application process. Disclosure allows us to identify any support or reasonable adjustments you may need, and to assist you in determining whether the course is a good fit for you. All information provided will be treated confidentially and in accordance with relevant privacy legislation.

What Happens After Disclosure

If you disclose a mental health condition, the following steps will be taken:

1. **Assessment Interview**
- You'll be invited to a confidential, mandatory assessment conducted by the RTO Manager or another member of Student Support

- During the interview applicants will need to provide detailed information regarding:

    o Specific diagnosis and date of diagnosis

    o Current symptoms and their severity

    o Treatment plan and compliance

    o Current medication regimen

    o Impact on daily functioning and academic performance

- The interview will assess the potential impact of the condition on clinical training and client interactions.

2. **Medical clearance request**

Following the assessment interview:

    o The applicant may be asked to submit a medical clearance using IAP's standardised template

    o The clearance must be completed by a qualified professional (GP, Psychologist, Psychiatrist etc.)

    o The clearance must specifically address fitness for counselling/psychotherapy training

    o The clearance must be dated within 30 days of application

    o Enrolment will not proceed until a satisfactory medical clearance is received and verified

3. **Enrolment Determination**

Based on the assessment interview and medical clearance IAP will make a determination regarding the applicant's suitability for the program. In very rare cases, if the requirements of a course cannot be safely or reasonably adjusted or if clinical placement settings have non-negotiable health and safety criteria, we may suggest alternative study pathways.

Enrolment will not proceed if:

- The medical clearance indicates concerns about the applicant's capacity to undertake the program

- The assessment interview reveals issues that may compromise student and staff safety

- IAP determines it cannot provide the level of support required for the applicant's condition

- The nature of the condition presents incompatibilities with core program requirements

IAP reserves the sole right to make final determinations regarding applicant suitability.

4. After enrolment acceptance

If you've disclosed a mental health condition during your application, and you are offered a place in the course, you may be invited to a collaborative support meeting. This is a confidential, strengths-based conversation designed to help you succeed in your studies and clinical training.
At this meeting, we'll discuss:

- Your goals for study and career development

- Support strategies that already work well for you

- Any adjustments that may help you engage fully with your training

- Reasonable adjustments we can offer (e.g. flexible assessment timelines, access to wellbeing services, or learning support)

- Any relevant external supports or resources (e.g. mental health professionals, peer support networks) that may complement your learning experience

With you we will develop a tailored support plan that aligns with course requirements while respecting your individual needs and preferences. This plan can be reviewed and adjusted throughout your training journey.

All applicants will be provided with written information about IAP's wellbeing and student support services (as outlined in the Support Services Policy above) including access to mental health resources and ongoing support throughout the course.

Changes During Study or Late Disclosures

We understand that mental health conditions can emerge, reoccur, or change over time. If you receive a mental health diagnosis during your studies — or if you did not initially disclose but find that your condition is affecting your training — we strongly encourage you to reach out to our Student Support Team as soon as possible.

Doing so allows us to:

- Work with you to understand your current needs

- Discuss appropriate reasonable adjustments (e.g. modified placement arrangements, assessment flexibility)

- Refer you to additional support services if needed

- Help prevent any disruption to your learning experience

Important Notes:

- o Disclosing a condition will not negatively affect your academic standing, and you are supported in doing so at any point in your learning journey.

- o If a wellbeing issue begins to impact your performance or safety (e.g. in clinical practice or group learning environments), we will work with you to explore supportive solutions — disclosure may assist us in providing timely and appropriate help.

- o In situations where no disclosure is made, but there are concerns about behaviour, participation or safety, IAP may initiate a process of reviewing the student's suitability to the course.

Why Early Support Matters

Early support can:

- o Prevent stress and avoid potential course disruption

- o Allow time to plan any adjustments or extensions

- o Ensure placement partners are aware of any health and safety considerations (only with your consent)

We are here to help. Please reach out to your trainer, support staff, or the Student Support Coordinator as soon as you feel you may need assistance**.**

Confidentiality

All mental health disclosures are handled with the utmost confidentiality. Information will only be shared with relevant staff on a strictly need-to-know basis, and always in accordance with privacy legislation.

If you'd like to discuss your needs confidentially, please contact our Student Support Team at support@iap.edu.au

Language, Literacy, Numeracy and Digital Skills (LLND)

LLND support is available to provide students with advice and support services in the provision of language, literacy and numeracy digital skills 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, numeracy and digital skills are generally included and identified in training products and accredited course programs. In identifying language, literacy, numeracy and digital skill requirements, students are required to have basic skills in:

- Counting, checking and recording accurately.
- Reading and interpreting.
- Estimating, calculating and measuring.
- Accessing, navigating and using digital platforms such as email, online learning portals and video conferencing tools (e.g., Zoom)
- Searching, retrieving and evaluating information from the internet

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

If any gaps are identified, The Institute of Applied Psychology will provide support to help you succeed. If extra help is needed beyond what we can offer, we'll connect you with a specialist service to make sure you get the assistance you need

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LLND Assessment Process

Identify whether the student should complete an LLND Assessment.

Has the student completed a Certificate III or above?

YES	NO

Does the student present as having a barrier to learning?

Issue the Student with an LLND Assessment.

NO	YES

No LLND Assessment.

Student to return completed assessment prior to course commencement.

Was the student able to complete the task with minimal difficulty?

YES	NO

Student to process to enrolment.

Was the student identified as having an LLND limitation? E.g. inability to answer all questions, demonstrated limited understanding of questions, student required assistance to complete.

YES	NO

Recommend the student undertake an LLND course to improve skills.

Student to be monitored and adjustments made to meet student needs.

Once the student has successfully completed further training, they are welcome to return to the RTO.

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.

Access and Equity

IAP values, promotes, encourages, and integrates access and equity principles into our programs by treating all students and individuals equally and fairly. IAP is committed to providing and maintaining an inclusive and diverse workforce and a positive learning environment that fosters equal benefits and opportunities for people to pursue their vocational and educational goals through participation in IAP's programs.

IAP is committed to providing inclusive and flexible learning and assessment options, allowing students and staff alternatives that recognise the diversity of their individual needs and circumstances. We are dedicated to fostering a culturally safe environment, particularly for First Nations students, and ensuring that all members of our community are free from harassment and discrimination.

Access and Equity Principles

IAP abides by access and equity principles and respects a student's right to privacy and confidentiality, and is sensitive to student needs

IAP will provide:

- Access to appropriate quality training and assessment services.

- Increased opportunity to participate in training.

- Equity for all people through the fair and appropriate allocation of resources.

- Equal opportunity without discrimination.

- A culturally safe environment for First Nations students

- A harassment-free and discrimination-free environment.

IAP provide equal opportunity for all students and are responsive to their individual needs where gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.

IAP will ensure:

- The principles of access and equity are incorporated in all training and assessment processes that impact students and potential students;

- All nominations and enrolments into training courses and programs will be conducted in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation, and

- All students have access to the training resources, facilities, equipment, support services, information, training and assessment staff, materials, assessment opportunities and training opportunities that meet their individual needs.

Harassment, Discrimination and Bullying

IAP is committed to providing a safe, inclusive, and supportive environment for all students, staff, and stakeholders. We recognise the importance of fostering an organisational culture where diversity is celebrated, cultural safety is prioritised, and everyone is protected from harassment and discrimination.

Harassment is unwelcome conduct directed towards a person based on a ground of discrimination, that a reasonable person would expect to offend, humiliate, or intimidate.

Sexual harassment is unwelcome conduct of a sexual nature, which makes a person feel offended, humiliated, or intimidated. Conduct can amount to sexual harassment even if the person did not intend to offend, humiliate or intimidate the other person. However, conduct will not be sexual harassment if a reasonable person, having regard to all the circumstances, would not have anticipated that the conduct would offend, humiliate, or intimidate the other person.

Harassment does not have to be directed at a particular individual to be unlawful. Behaviour which creates a hostile working environment for other workplace participants can also be unlawful.

Discrimination occurs when a person is treated less favourably than another in their employment because of a reason or ground which is prohibited by law. The prohibited grounds of discrimination include:

- Race (including colour, nationality, descent, ethnic, ethno-religious or national origin).
- Religious belief, affiliation, conviction, or activity.
- Sex.
- Marital status, domestic status, or relationship status.
- Pregnancy (including potential pregnancy).
- Homosexuality, transsexuality, sexuality, sexual preference/orientation, lawful sexual activity, or gender identity.
- Carers' responsibilities, family responsibilities, carer or parental status, or being childless.
- Disability/impairment, including physical, mental and intellectual disability.
- Breastfeeding.
- Age (including compulsory retirement).
- Industrial/trade union membership, non-membership, or activity.
- Political belief, opinion, affiliation, conviction, or activity.
- Employer association membership, non-membership, or activity.
- HIV/AIDS.
- Defense service.

- Association (i.e., association with a person who has one or more of the attributes for which discrimination is prohibited).

Bullying is repeated, unreasonable behaviour by an individual or group of individuals, directed towards a person or a group of people that creates a risk to health and safety. It includes both physical and psychological risks and abuse.

'Repeated behaviour' refers to the persistent nature of behaviour and can refer to a range or pattern of behaviours over a period of time (for example, verbal abuse, unreasonable criticism, isolation and subsequently being denied opportunities – i.e., a pattern is being established from a series of events).

'Unreasonable behaviour' means behaviour that a reasonable person, having regard to all the circumstances, would view as unreasonable in the circumstances and may result in that employee feeling victimised, humiliated, undermined, or threatened by that behaviour.

Direct bullying includes:

- Abusive, insulting, or offensive language or comments.
- Spreading misinformation or malicious rumours.
- Behaviour or language that frightens, humiliates, belittles, or degrades, including over-criticising, or criticism that is delivered with yelling or screaming.
- Displaying offensive material.
- Inappropriate comments about a person's appearance, lifestyle, family, sexual preferences or any personal or private matter.
- Teasing or regularly making someone the focus of pranks or practical jokes.
- Interfering with a person's personal property or study equipment.
- Harmful or offensive initiation practices.

Indirect bullying includes:

- Unreasonably overloading a person with work or not providing enough work.
- Setting timeframes that are difficult to achieve or constantly changing them.
- Setting tasks that are unreasonably below, or above, a person's skill level.
- Deliberately excluding or isolating a person from normal activities.
- Withholding information that is necessary for effective performance of the person's requirements.
- Deliberately denying access to resources, benefit and entitlements.

Harassment does not have to be an ongoing pattern of behaviour or number of incidents. Just one act can be enough to be harassment. Someone does not have to say "no" before any behaviour or action can be considered harassment.

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.

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.

The Institute of Applied Psychology is fully committed to creating and maintaining a safe, inclusive, and supportive learning and working environment. We recognise the inherent value of diversity and are dedicated to promoting an organisational culture where every individual is treated with respect and dignity. Harassment and discrimination of any kind will not be tolerated. We pledge to uphold these principles through continuous improvement, proactive education, and clear, effective procedures for addressing and resolving any issues that arise.

Cultural Safety for First Nations Students

IAP is committed to providing a culturally safe and inclusive learning environment for all First Nations students. We strive to ensure that First Nations students feel respected, included, and supported throughout their training. Our approach includes:

- **Consultation and Engagement:** We will regularly consult with First Nations communities or representatives when developing and delivering training programs, ensuring their perspectives and needs are incorporated into course design.

- **Cultural Competency:** All IAP staff members undergo ongoing training in cultural competency to ensure they understand and respect the diverse cultural backgrounds of First Nations students.

- **Supportive Services**: IAP provides additional support services tailored to the needs of First Nations students, including mentoring and guidance, to ensure they have the best chance of success in their studies.

- **Cultural Awareness in Curriculum:** Our training materials are developed in a culturally sensitive way, reflecting the values, traditions, and knowledge of First Nations cultures where appropriate.

- **Inclusive Environment:** We are committed to promoting a safe, inclusive environment where discrimination or bias based on cultural background is not tolerated.

Support for Students with Disabilities

All Australian RTOs have an obligation under the following laws to support students with disabilities:

- Disability Discrimination Act 1992.
- Disability Standards for Education 2005.

IAP's obligations to support students with disabilities include:

- Reasonable adjustments that allow students to participate and learn on the same basis as students without disability.
- Preventing harassment and victimisation of students with disability.

- Consultation with students with disability, their parents and caregivers, as required to develop reasonable adjustments and address concerns as they arise.

Prevention of Harassment and Discrimination

The Institute of Applied Psychology is committed to preventing harassment and discrimination in all forms. We have established clear processes for reporting, investigating, and addressing complaints related to these issues. We ensure that these processes are accessible, confidential, and supportive for all students and staff.

Course fees, payment information and refunds

We want your learning experience at The Institute of Applied Psychology to be as smooth and stress-free as possible and that includes understanding how course fees and payments work. This section explains what you need to know about paying for your course, including payment options, payment plans, what happens if payments fall behind, and when refunds might be available.

It's important to know your rights and responsibilities when it comes to fees. If you're ever unsure about a payment or need help managing your payment plan, please contact us on 1300 380 681 or email us on support@iap.edu.au

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.
- Debt collection

Certificates and Reissues
Once you've successfully completed your course and are marked competent in your units, you'll receive a Certificate or Statement of Attainment. The cost of this is already included in your course fees.

If you need a replacement, we can reissue it for a fee of $80, so we recommend keeping it stored safely.

Refunds and Withdrawals

We understand that plans can change. Refunds may be available in certain situations:

- You've accidentally overpaid your fees
- The course has been cancelled by IAPIAP is unable to deliver the agreed training and assessment

Deposits and Payment Confirmation

To confirm your place in a course, a deposit of up to $1,500 is required before your course begins. This is part of your total course fee and will be outlined clearly in the Course Flyer provided before you enrol.

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.

Fee Protection Policy

At IAP, we want to make sure your investment in your education is protected. Our Fee Protection Policy ensures that your course fees are handled fairly and securely. If for any reason the course is not delivered as planned, we have measures in place to ensure that you are refunded or able to continue your learning without disruption. We are committed to providing a transparent and secure financial process so that you can focus on your studies with confidence.

At IAP, we are committed to protecting your fees and ensuring transparency in all financial dealings. Our Fee Protection Policy safeguards students who have prepaid fees, ensuring you are treated fairly if the RTO is unable to provide the agreed services.

What Are Prepaid Fees?

Prepaid fees are the fees you pay in advance for your course, including any payments made before the course begins. These fees may include:

- Enrolment/Administration Fees

- Tuition Fees

- Fees for Materials (such as textbooks)

- Any other mandatory fees required to complete the course

Please note, these requirements do not apply to employers who engage IAP to provide training or assessment to their staff.

Fee Transparency

IAP ensures that all fees are clearly outlined and transparent on the course flyer, so you know exactly what to expect in terms of costs for your course.

Protection for Prepaid Fees Over $1500

If you've paid more than $1500 in prepaid fees, we have protections in place to ensure your interests are safeguarded. If IAP is unable to provide the services you've paid for, one of the following actions will take place:

1. Alternative Course Offering:

If we cannot deliver the course you've paid for, we will make every effort to place you next available instance of the Course

2. Refund of Prepaid Fees:

If we cannot place you in an equivalent course, you will be refunded any prepaid fees for services that have not yet been delivered, above the threshold prepaid fee amount.

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, IAP 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?

At The Institute of Applied Psychology, we're committed to delivering quality training and support — but if something doesn't go to plan, you have rights under Australian Consumer Law.

If you feel we haven't met our obligations (like not delivering what was promised in your course), the first step is to submit a complaint. You'll find how to do this in the Complaints and Appeals section of this handbook (see page 90).

Depending on the situation, you may be entitled to a remedy, such as:

• A refund

• A further service to fix the issue

• In some cases, compensation for any additional loss caused

Minor Issues

If the issue is small and can be fixed quickly, we'll do our best to resolve it — this might be rescheduling a session or providing extra support. You won't be able to cancel your enrolment and request a refund right away, as we'll first be given the chance to make things right.

However, if we don't resolve the issue in a reasonable time, you can then cancel and request a refund.

Major Issues

If the issue is serious and we can't fix it, you have the right to either:

- Cancel your enrolment and receive a full refund, or

- Ask for compensation if the training you received was not equal to the value you paid

What Counts as a Major Problem?

Under Australian Consumer Law, a major problem with a service — like your training — happens when:

- The issue is serious enough that you wouldn't have enrolled if you'd known about it

- The course is not suitable for its intended purpose and can't be fixed quickly

- It doesn't meet the specific purpose you asked for, and there's no easy fix

- The issue causes or could cause an unsafe situation

- If something like this happens, you may be entitled to a refund, replacement service, or compensation.

When Refunds Don't Apply

There are some situations where a refund or remedy does not apply. For example, IAP is not required to offer a refund if:

- You change your mind after enrolling

- You find the course cheaper somewhere else

- So before enrolling, make sure you've read all the course information and asked any questions you have.

Notification of changes

IAP is committed to keeping you informed about any changes that may affect your training or assessment. If there are any changes to your course, schedule, or other important information, you will be notified promptly through email. These notifications will be sent directly to your email address via our Learning Management System (LMS), ensuring that you receive the most up-to-date information in a timely manner.

Please ensure your contact details are current and that you regularly check your email to stay informed about any important updates or changes related to your course.

Changes to Agreed Services Process

CHANGE OF THIRD PARTY	CHANGE OF LOCATION	CHANGE OF TRAINER	CHANGE OF OWNERSHIP
In the incidence of a third-party arrangement changing between the RTO and a third party, the following process is to be followed	In the incidence of a change in training venue or location, the following process is to be followed	In the incidence of a change of trainer/assessor, the following process is to be followed	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.

Fair and Quality Assessment

At The Institute of Applied Psychology, we are committed to ensuring that all assessments are fair, transparent, and genuinely reflect your skills and knowledge.

Our assessors follow nationally agreed principles, known as the Principles of Assessment and the Rules of Evidence, to make sure, every student is assessed consistently and appropriately.

Principles of Assessment

We apply four key principles to every assessment you undertake:

Fairness

We take into account your individual needs and circumstances. We'll explain your assessment clearly, give you a chance to ask questions, and offer reasonable adjustments if needed. If you're not happy with your assessment result, you have the right to appeal and be reassessed.

Flexibility

We recognise that everyone learns and demonstrates skills differently. Your assessment may be adapted to suit your needs, whether that means considering your previous experience or adjusting how the assessment is carried out, while still meeting the training requirements.

Validity

We make sure that your assessment actually measures the skills and knowledge required by the training product. The tasks you complete will directly relate to what you are learning and will show that you meet the standards needed.

Reliability

We aim for consistency across assessments. No matter which trainer or assessor works with you, the assessment outcomes should be consistent and based on clear and agreed criteria.

Rules of Evidence

When collecting evidence of your skills and knowledge, your assessor will make sure that the evidence meets four important rules:

Validity

The evidence you provide must clearly relate to the skills and knowledge outlined in the course requirements.

Sufficiency

Enough evidence must be collected to show that you can perform consistently to the required standard — not just once but across different situations.

Authenticity

Your assessor must be confident that the work you submit is your own.

Currency

The evidence must show what you can do now, not what you could do in the past.

How This Helps You

Following these principles means:

- You know exactly what is expected of you.

- You can trust that your assessment will be fair and based on your own performance.

- You have opportunities to show your abilities in ways that best reflect your learning.

- You have clear avenues to seek support, ask for adjustments, or appeal decisions if needed.

All assessment tools and tasks are also reviewed regularly through a process called validation to make sure they continue to meet these standards and genuinely help you succeed.

If you have any questions about your assessments talk to your trainer or the RTO Manager.

Physical Presence Requirements in Assessment

Some units delivered by IAP require you to complete assessments in person with another person physically present in the same location. These requirements are set by the national training package and are not negotiable or able to be substituted with online or remote methods.

These assessments allow you to demonstrate real-world interpersonal and client-facing skills essential for professional practice. IAP must follow these requirements to maintain the integrity and industry relevance of your qualification.

When Physical Presence Is Required

Certain units specify that the candidate and another person (e.g., client, participant, colleague) must be physically present in the same room. Examples include many counselling, interpersonal skills, and therapy-based units.

Examples include (but are not limited to):

- 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 theory

- CHCCSL005 - Apply learning theories in counselling

- CHCCSL006 - Select and use counselling therapies

If a unit has this requirement, online options such as Zoom, Teams, phone calls, email, pre-recorded video calls or virtual simulations cannot be accepted.

Your Responsibilities

If you enrol in a unit that requires physical presence, you must:

- Arrange access to suitable participants (e.g., classmates, friends, family, colleagues, or community members).

- Plan ahead to ensure assessments can be completed within the required timeframes.

- Communicate early with your trainer if you are experiencing difficulty organising someone.

How IAP Supports You

IAP will support you to meet these requirements by providing:

- Flexible assessment timeframes where reasonable.

- Guidance on who may be an appropriate participant for your assessment.

- Assistance connecting with potential participants, including student peers and community contacts where appropriate.

- Information and templates to help you brief your participant.

Where appropriate, assessments may also be completed at your workplace or other suitable settings.

If You're Struggling to Arrange Someone

If you are having difficulty arranging physical presence, you must let your assessor know as soon as possible.

Together we will:

1. Review the steps you have already taken.
2. Identify further options and supports available.
3. Agree on a plan that allows you to meet the unit requirements.

IAP will not approve online or remote alternatives where the training package specifies in-person assessment.

Alternative Options

If you genuinely cannot meet the physical presence requirements after working through all available supports, options may include:

- Adjusted timelines

- Completing other units first

- Recognition of Prior Learning (RPL) if you already perform these skills in the workplace

- Deferring the unit to a later date

These options will be discussed on a case-by-case basis.

Why This Matters

Maintaining physical presence requirements ensures your qualification is credible, compliant, and aligned with industry expectations. These assessments test skills that cannot be demonstrated through remote or online methods.

Submitting Assessments

As an IAP student, you are expected to complete and submit your assessments by the due dates outlined in your assessments. Full and detailed instructions on the requirements for each assessment will be provided, including its context and purpose. You will receive feedback regarding the outcome of each assessment item and an assessment judgement of Competent or Not Yet Competent will be recorded based on the evidence you submitted.

Resubmissions

If one of your assessment submissions was deemed 'Not Yet Competent', it will be returned to you and you will be given an opportunity to review, redo and re-submit your work. This may mean submitting additional evidence or demonstrating a task again.

If, after three (3) resubmissions, the assessor has confirmed a 'Not Yet Competent' outcome, you will need to meet with your trainer and discuss further options. These options may include, but are not limited to:

- Reasonable adjustment if required.
- Re-enrolling in and re-do the entire unit. Fees will also apply.

Assessment Feedback

You will receive valuable feedback regarding the outcome of each of your assessment items from your assessor. Your assessor may provide this feedback to you verbally, when required, and in writing.

Your feedback will provide you with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome, and
- Information on reassessment and the appeals process if applicable.

If you have any additional questions about your submission, you can speak with your assessor.

Feedback is provided to you within two (2) weeks of their submission and/or final submission date. Practical feedback may be provided immediately after the completion of assessment.

Assessment Appeals Policy

At IAP, we want to make sure that your assessment results are fair and reflect your true abilities. If you feel that your assessment result was unfair or not justified, you have the right to appeal.

This includes appeals arising in the following areas:

a. You disagrees with the result given by the assessor (including third parties involved).
b. You wish to have their result reviewed by another assessor.
c. You feel you should be reassessed for the same unit to demonstrate your skills and knowledge again
d. You believe that you were discriminated against by the assessor.

Assessment Appeals Procedure

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

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

If you're unhappy with your assessment result:

1. Talk to Your Assessor First

Before lodging a formal appeal, we encourage you to discuss your result with your trainer/assessor to try and resolve the issue.

2. Submit a Formal Appeal

If you're still not satisfied, you can submit a Complaints and Appeals Form within 7 days.

The RTO Manager will speak with both you and your assessor separately.

• A meeting will be arranged within 10 business days to discuss your case.

• You will be informed of the outcome within 20 business days.

3. Independent Review

If you're still unhappy with the decision there are two options

a) IAP will bring in another RTO in the same curriculum area to review your case and reassess if necessary. You're welcome to have a person to support you at any stage of the process.

b) 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.

4. Further actions

- If you're still not satisfied, a review board (which may include representatives from another RTO) will reassess the case again.
- An opportunity for improvement form may need to be completed in order to identify any improvements to the process that may need to be made.
- 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

  o will notify the student in writing including reasons why more than 60 days is required and
  o will regularly update the student with the process.

Complaints Policy

At IAP, we believe everyone should feel heard and supported. If you're unhappy with something, whether it's something another student has done, an issue with the RTO, or even something related to a third party, we want you to know you have the right to raise a complaint.

To make sure your complaint is handled quickly and fairly, we've set up a clear process for addressing concerns. This process applies to any grievances you may have in the following situations:

a) If you want to raise a complaint against another student.
b) If you have an issue with the RTO (the Institute).
c) If you need to raise a complaint about a third party involved in your training.
d) If IAP staff need to address concerns about a third party.
e) If staff need to raise a complaint about another staff member or a student.
f) We take all complaints seriously and will work to resolve them as quickly as possible.

Complaints Process

If you are experiencing difficulties or facing concerns, we strongly encourage you to reach out to senior management. IAP's administrative staff are always available to assist you and will be happy to arrange a convenient time to meet with you.

We are committed to handling complaints in a timely and transparent manner. Whether the concern involves the conduct of our trainers, assessors, staff, students, or third parties, we take all allegations/complaints seriously.

Our approach to managing complaints is systematic and focused on ensuring that everyone involved is informed and supported throughout the process. We aim to resolve complaints in a fair, efficient, and confidential way, with a strong commitment to procedural fairness and transparency.

We'll make sure that your complaint is handled properly, and you're kept informed along the way.

If you'd like someone to support you through the complaints process (whether due to language barriers or for any other reason), you have the right to have a third party assist you.

If you wish to make a formal complaint the process is as follows:

1) Fill out a Complaints and Appeals Form. The form is available in both the Student and Trainer's Handbook and

   IAP's Knowledgebase and you can request one from Student Support. Once you complete the form, submit it to the RTO Manager for further action via support@iap.edu.au . If there is not enough room on the Complaints and Appeals form to outline the issue, you may add pages to the Complaints and Appeals form. These are to be attached and submitted with the complaints and appeals form.

2) Once the complaint has been received IAP will acknowledge it in writing within **5 business days**.

3) The complaint is discussed with all parties involved to make sure everyone understands the issue and find a possible solution. Everyone will be notified in writing, ensuring that everyone's rights are respected and the process is fair.

4) Your complaint will be kept confidential to protect your privacy and ensure fairness.

5) The RTO Manager will take action based on the **recommended actions** on the complaints form.

   - A meeting will be held within **10 business days** to discuss the complaint.

   - If further investigation is needed, it will be completed within **60 calendar days**.

6) You will then
   - have an opportunity to formally present your case.
   - be given a written statement of the complaint outcomes, including reasons for the decision.

7) If you are not satisfied with the outcome, you have the right to appeal and take the complaint to senior management for further investigation.

8) If senior management is part of the grievance, they will not take part in any discussions or decisions made. The matter will then be referred to the CEO for resolution.

9) If a solution can't be reached, you have the right to ask for a review from an independent party who is not part of The Institute of Applied Psychology. This ensures that the process remains fair.

10) If the complaint is upheld IAP is responsible for taking action to resolve the issue. This could involve improvements to processes or systems to prevent similar issues in the future.

11) All complaints and appeals received are to be entered into our Complaints and Appeals register to keep track of the process and ensure transparency. A scanned copy will also be saved in your student file in our database.

12) If the process takes more than 60 calendar days to resolve, the RTO Manager will:
    - Notify you in writing, explaining why it's taking longer.
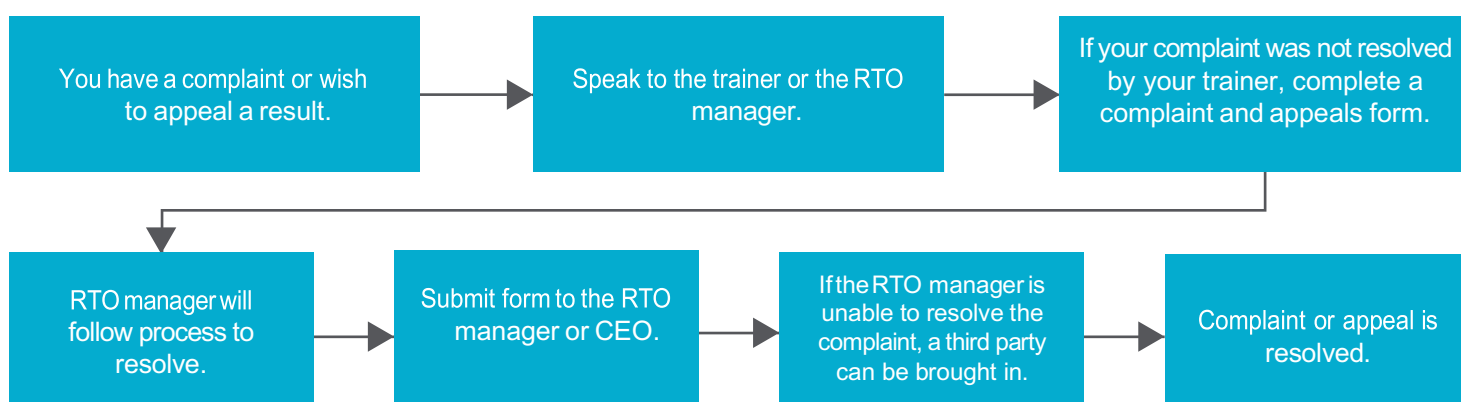   - Keep you updated regularly on the progress.

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

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

- Australian Skills Quality Authority – Phone: 1300 644 844 or Submit a complaints form

- National Training Complaints Hotline https://www.education.gov.au/NTCH.
  Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.

  Submit a form
- NSW Office of Fair Trading https://www.fairtrading.nsw.gov.au/

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

Complaints Flowchart

| You have a complaint or wish to appeal a result. | → | Speak to the trainer or the RTO manager. | → | If your complaint was not resolved by your trainer, complete a complaint and appeals form. |

| RTO manager will follow process to resolve. | → | Submit form to the RTO manager or CEO. | → | If the RTO manager is unable to resolve the complaint, a third party can be brought in. | → | Complaint or appeal is resolved. |

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.

If you think you might need any reasonable adjustments to support your learning, please let our enrolment team know during the enrolment process. We'll work with you and your trainer/assessor to make sure any adjustments are included in your training and assessment plan, so you have the best chance of success.

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.
- Use of technology such as voice activated software screen reading, voice synthesisers.

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.

Recognition of Prior Learning (RPL)

At The Institute of Applied Psychology, we recognise that students come with different skills, experiences, and learning.

If you already have skills, knowledge or experience related to your course, you may be eligible for Recognition of Prior Learning (RPL).

RPL means you can have your previous learning and experience assessed, and if it meets the requirements, you may not need to complete parts of the course you already know.

Who can apply

All students are eligible to apply for RPL.

You will be informed about RPL opportunities during your enrolment process (through the Enrolment Agreement and Course Flyers).

How RPL works

RPL looks at your previous:

- Formal and informal education
- Work experience (paid or unpaid)
- Life experience

How to apply

If you are thinking about RPL, let your trainer or assessor know as early as possible, ideally during your induction and orientation.

To apply you need to:

1. Talk to your trainer/assessor about which units of competency you want to apply for recognition of.
2. Complete an RPL Assessment Kit, which will guide you through what evidence you need to provide.
3. Pay any RPL assessment fees.
4. Provide evidence — this could include third-party reports, workplace examples, interviews, or practical demonstrations.
5. Be ready to show, tell and apply your skills and knowledge during the assessment process.

Types of evidence you might provide

You can show your skills through:

- Practical demonstrations or skills tests
- Workplace or other pertinent observations
- Portfolios, task books, logbooks or projects
- Written reports or presentations
- Interviews and competency conversations
- Simulations, videos, or photographs

- Endorsed third-party evidence (like a supervisor report)

The goal is to prove that your skills meet the course standards.

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

What Happens Next?

- Your evidence will be assessed against the performance standards in the units of competency.
- You will work with your assessor to create an assessment plan.
- You will be asked to sign the RPL Assessment Kit to confirm your understanding of the process and the evidence needed.

- If gaps are found, you may be asked to provide more evidence or complete extra training or assessment.

RPL Assessment Kit

If you have skills and knowledge from work, life experience, or previous learning, you can apply for Recognition of Prior Learning (RPL) using the RPL Assessment Kit.
The RPL Kit helps you gather and present your evidence in a clear way, so your assessor can evaluate whether you already meet the requirements of the course units.

How to Apply Using the RPL Assessment Kit

1. **Contact us**
   Let us know if you would like to apply for RPL. You can do this by speaking with your trainer, the RTO Manager, or contacting Student Support.

2. **Get the RPL Kit**
   We'll provide you with the RPL Kit and explain exactly how the process works.

3. **Meet with an Assessor**
   An assessor will be allocated to you. They will contact you to make sure you understand what kind of evidence you need to collect and how to complete your kit.

4. **Prepare and Submit Your Evidence**
   Work through your RPL Kit carefully. You'll need to show that you can perform all the required skills and knowledge for each unit you are applying for.

5. **Pay Your RPL Assessment Fee**
   There is a fee for the RPL process, which will be discussed with you during your application. Price information is also available on page 71 of this handbook.

6. **Assessment Decision**
   Your assessor will review your RPL Kit and the evidence you provide. They will check if your skills and knowledge meet the performance criteria for each unit.

If your evidence shows you meet the unit requirements, the assessor will recommend you for recognition.

The completed RPL Kit will then be forwarded to our office to process your qualification or Statement of Attainment.

Credit Transfer (CT)

At IAP, we recognise qualifications and statements of attainment issued by other Registered Training Organisations (RTOs) across Australia.

This means if you have already completed units of competency elsewhere, you may be eligible for Credit Transfer — giving you national recognition for your achievements without needing to repeat the same learning.

Important information about Credit Transfer

- Credit Transfer can only be applied to individual units of competency.
- IAP **does not grant** Credit Transfer for an entire qualification.
- All qualifications issued by IAP require students to complete assessment through IAP, and Credit Transfer may be limited to ensure training, assessment and professional pathway requirements are met.

How to Apply for Credit Transfer

1. **Complete a Credit Transfer Application Form**
   Ask us for the form or download it from our IAP Knowledge Base (iap.edu.au/studentsupport).

2. **Attach Your Evidence**
   - Provide a certified copy of your authenticated VET transcript or Statement of Attainment from the other RTO.
   - Highlight the units you wish to have applied to your current course.

3. **Submit Your Application**
   Return your completed form and your certified evidence to our office or your trainer.

4. **Verification**
   If your training was completed after 1 January 2015, we will verify your units through the USI (Unique Student Identifier) portal.

5. **Assessment**
   Your application will be reviewed by our team and an assessor to check if the units match the requirements of your current course.

6. **Outcome Notification**
   We will let you know the outcome in writing:
   - If your Credit Transfer is approved, your results will be recorded in our system.
   - If your Credit Transfer is not approved, we'll explain the reason why and discuss your options.

Important Information About Certified Copies

- Your transcript or qualification must be certified by a Justice of the Peace or another authorised person.
- Alternatively, you can bring the original documents to our office and we can authenticate a copy for you.

If you have any questions about the credit transfer process please contact us as soon as possible.

Cheating and Plagiarism

IAP is committed to maintaining a learning environment built on honesty, trust, and fairness.

Cheating or plagiarism is not accepted in any form.

We expect all students to complete their work with integrity, showing their own knowledge, skills, and effort.

Our trainers and assessors work hard to create fair assessments and to support every student to do their best honestly. They also follow our policies to help prevent opportunities for cheating or plagiarism.

If you ever feel unsure about what is expected or how to properly reference or complete an assessment, please ask your trainer — they are there to help you succeed the right way.

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 or giving false information about your work
- Copying answers from another student's assessment
- Discussion at any time of answers or questions on an examination or test (unless such discussion is specifically authorised by the instructor).
- Taking or receiving copies of an exam without the permission of the instructor.
- Copying answers from another student's test or exam
- Allowing someone else to submit your work as their own (or doing the same for someone else).
- Working together on an assignment that should be done individually and submitting it as separate individual work
- Stealing exams, solutions, or other assessment materials

It is **not** cheating to:

- Talk with your trainer or classmates about assignments to better understand the task
- Get help to fix small mistakes in spelling, grammar, or sentence structure
- Discuss course topics and assessment requirements to improve your understanding (this is 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.

You must always acknowledge where ideas, quotes, or information have come from by using proper referencing (like quotation marks, footnotes, or the Harvard referencing system).

Examples of plagiarism include, but are not limited to the following:

- Submitting work that someone else has done (either partly or fully)
- 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.
- Paraphrasing (rewriting in your own words) large sections of someone else's work without giving credit
- Using another person's work without giving credit or referencing it properly

It is **not** plagiarism to:

- Complete your own work, with or without help from trainers or staff
- Submit one assignment from a group of students where this is explicitly permitted or required
- Use other people's ideas, facts, or quotes as long as you reference them correctly (e.g., by using footnotes, endnotes, or the Harvard referencing system)

IAP Use of AI in Training and Assessment Policy

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.

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)

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:

1. 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.
2. 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

At The Institute of Applied Psychology, we believe that continuous improvement is everyone's responsibility.

We are committed to making your learning experience the best it can be.

That's why we welcome and encourage feedback and suggestions for improvement from all students, staff, and industry partners.

If there is something that we could do better — whether it's about training, support services or how we manage things — we want to hear about it.

An Opportunity for Improvement is any suggestion, idea, or feedback that can help us improve:

- The way we deliver training and assessment

- The services we provide to you

- The way our systems and processes work

You might identify an opportunity for improvement through:

- Completing training evaluation forms

- Giving feedback after classes, assessments, or workshops

- Sharing feedback from enrolment, induction, or support services

If you notice something that could be improved, or you have a suggestion for how we can do things better, we encourage you to:

- Complete an Opportunity for Improvement Form (available from your trainer or Student Support)

- Speak directly with your trainer, assessor, or the RTO Manager

- Share your ideas during evaluations, feedback sessions, or class discussions

IAP itself will continue to identify ways to ensure your training, support and experience with us are of the highest quality in the following areas:

Training and Assessment

We regularly review and improve how we deliver your training by:

- Reviewing and updating our Training and Assessment Strategies to keep them current and effective

- Collecting feedback after classes, assessments, and workshops to understand what's working and what could be better

- Consulting with industry experts to make sure our training matches real-world needs

- Participating in assessment validation activities to make sure assessments are fair, valid, and reliable

- Conducting internal audits and reviews to check and improve how we assess and support students

Client Services

We are committed to providing excellent support services by:

- Asking you to complete training evaluation forms so we can gather feedback about your experience

- Reviewing your feedback from enrolment, orientation, and student support services

- Listening carefully to complaints, appeals, and suggestions to identify ways to improve our services

- Using internal audits to find and fix any areas that could be made better
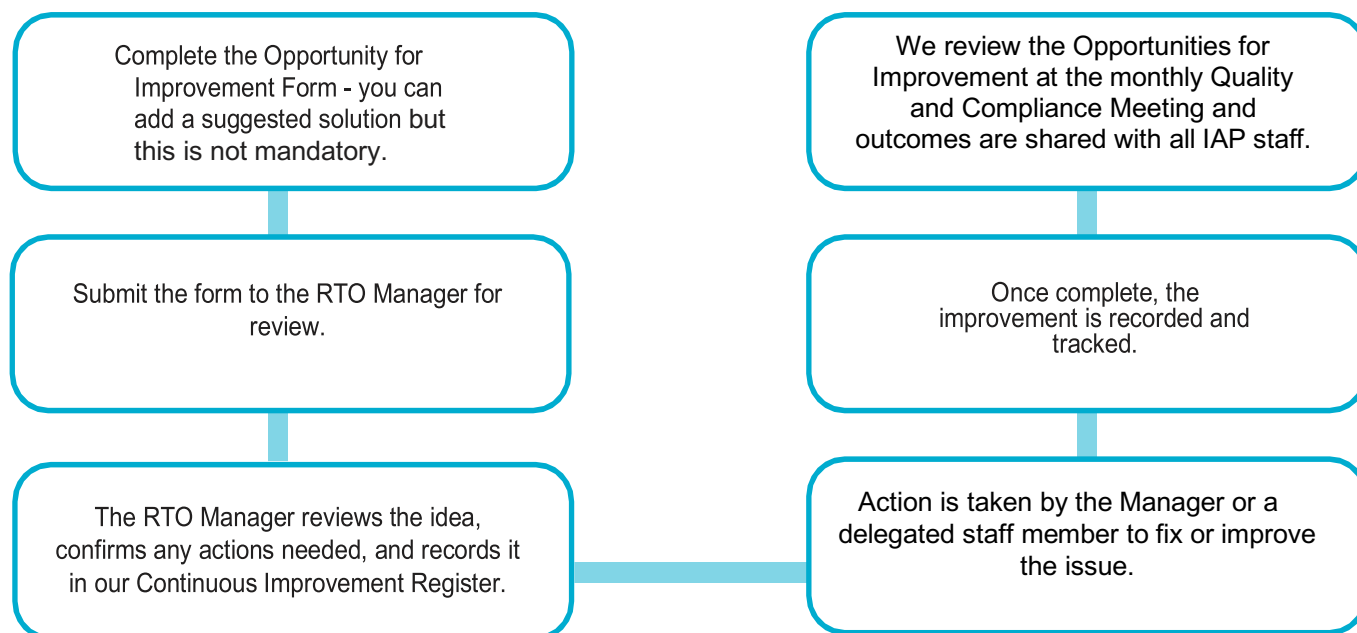

Management Systems

We strengthen the way our organisation runs by:

- Holding regular quality and compliance meetings to review feedback, results, and improvements
- Reviewing our continuous improvement cycle to make sure changes are actually making a positive difference
- Completing annual internal audits to check that our systems, training, and services meet national standards and student expectations

When you give us feedback or suggest an idea for improvement, we have a clear process in place to make sure your ideas are reviewed, acted on, and used to make things better for everyone.

Opportunity for Improvement Process

Complete the Opportunity for Improvement Form - you can add a suggested solution but this is not mandatory.

We review the Opportunities for Improvement at the monthly Quality and Compliance Meeting and outcomes are shared with all IAP staff.

Submit the form to the RTO Manager for review.

Once complete, the improvement is recorded and tracked.

The RTO Manager reviews the idea, confirms any actions needed, and records it in our Continuous Improvement Register.

Action is taken by the Manager or a delegated staff member to fix or improve the issue.

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.

Issuing Certificates

At The Institute of Applied Psychology, we assess you based on the skills and knowledge listed in your course's qualification requirements.

This includes the units of competencies and the performance criteria, and any specific assessment requirements within the units of competency.

Once competency has been achieved

- You will be issued either a VET Qualification or a Statement of Attainment (depending on the units completed).
- Your official certificate will clearly show it is recognised under the Australian Qualifications Framework (AQF).
- We will issue your certificate or statement within 30 calendar days of you successfully completing your course (as long as all course fees have been paid).

If deemed not yet competent

If you are deemed not yet competent on completion of training,

- You will be offered an opportunity to be reassessed.
- You will be given feedback and guidance from your trainer.
- You will be given a second opportunity to complete the assessment if required and provided with further guidance from their trainer prior to reassessment

If you are still Not Yet Competent after the second attempt:

- You will be given another opportunity for reassessment, along with further support to help you succeed.

If you are found competent in some, but not all, units of competency:

- You will be issued with a Statement of Attainment listing the units you have completed.
- You will have six months to undertake reassessment for the outstanding units if you wish.

Access to Records

All students have the right to access their record of participation and progress within a timely manner. IAP is committed to maintaining and safeguarding the accuracy, integrity, confidentiality and currency of all records and responding in a timely manner to requests for information or access to records by past or current students.

All hard copy records including personnel files and student records are stored within a secure area on both electronic and hard files. Electronic records are saved on a password protected computer system and training records are stored in the Student Management System. We protect records by maintaining up to date virus, firewall and spyware protection software. The electronic records are password protected and is only accessible by employees of the RTO.

IAP is legally required to

1. Ensure that all student records, including enrolment details, academic progress, and assessment outcomes, are accurately maintained and updated in the Student Management System.

2. Keep assessment evidence for two (2) years from the date of completion of the training product

3. Retain AQF Certification documentation thirty (30) years from the date of issue

If you would like access to your records, follow the procedure as outlined below

Access to Records Procedures

STUDENT/ CLIENT PROCEDURE

1. **Complete the Access to Records Request Form.**

   You can request this form from your trainer, the office, or by emailing support@iap.edu.au.

2. **Include details of third-party access (if needed).**

   If you would like someone else (such as an employer) to access your records, please clearly state this on the form and provide their name and relationship to you.

3. **Submit your request.**

   - Please submit your request at least 10 days before you need the records.

   - Send your completed form to the 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.

Phone: 1300 681 380
Email: support@iap.edu.au
Web: https://iap.edu.au/

Address: Bay 6, Middlemiss Street, Lavender Bay NSW 2061
RTO ID: 70206

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ADMINISTRATION OFFICER PROCEDURE

1. Within 48 hours IAP will confirm that we have received your request and let you know the estimated timeframe for providing access.
2. Within 5 business days, we will provide you with access to your records, including your participation, progress, and results.

Access may be provided by:
- Making copies of your documents
- Other suitable means (such as online access or secure email)

Once you submit an access request:

- Your request is recorded and filed in our Student Management System.
- Staff ensure that your records are securely accessed and copied and released only to you or authorised third parties you have approved in writing.
- All original records remain securely stored by IAP.

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, IAP 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 students are to complete an enrolment agreement form, which includes a section for the student to provide their USI.
2. Once you've given us your USI, we'll verify it in our system before you begin your training.
3. If you don't have a USI yet, we can apply for one on your behalf. All you need to do is provide one of the following forms of ID:
   · Driver's License
   · Medicare Card
   · Australian Passport
   · Visa (with non-Australian passport for international students)
   · Birth Certificate (for Australian citizens)
   · Citizenship Certificate
   · ImmiCard (for international students)
   · Certificate of Registration by Descent

4. Once you've completed your enrolment form, we'll enter your details into our Student Management System, creating your personal student record.
5. Your student record, including all assessments, will be stored in the system for 2 years after the completion of the course. All qualifications or certificates earned will be stored for 30 years. You can always access your records if needed.
6. If you've completed a qualification or received a statement of attainment through the USI system, there's no need for us to keep extra records. Your achievements are already safely stored in the USI system.

Security of the Student USI

The Institute of Applied Psychology 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 IAP 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 IAP setting up the student's USI.

Issuance of Recognised Qualifications or Statements of Attainment

Once a USI has been collected and stored in our database, and on successful completion of training, IAP 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 IAP 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.

Conflict of Interest

At The Institute of Applied Psychology, we believe in fairness, integrity, and transparency. We want every student to feel confident that the decisions made by our staff and leadership are based on what's best for your education and well-being, not influenced by personal relationships or outside interests. This section explains what a conflict of interest is, why it matters, and how we manage it to make sure your learning experience stays fair and trustworthy.

What is a Conflict of Interest?

A conflict of interest happens when someone's personal interests could affect the decisions they make at work — or even just appear to. This includes situations where choices might benefit their family, friends, or another business they're involved in.

Purpose of This Policy

At The Institute of Applied Psychology, we're committed to being fair and transparent. This policy ensures that everyone involved in our organisation – including staff, contractors, board members and anyone acting on our behalf – is acting in the best interest of students and the broader community.

This applies to everyone involved with our Institute — including staff, trainers, contractors, board members, and third parties. That includes how they interact with you, the student.

Key Principles

- We act with integrity and honesty.
- We avoid situations where someone's personal gain might affect decisions about your education.
- Everyone must report a conflict if they think they may have one.

Examples of Conflicts of Interest

A conflict of interest might show up in practice in the following ways:

Financial Interests
- A trainer owns shares in a company that the Institute is deciding to do business with.
- Someone receives gifts or payments from an outside organisation connected to your training.

Personal Relationships
- A staff member gives special treatment to a friend or relative in a course.
- Hiring someone because they're a friend, not because they're qualified.

Professional Conflicts
- A staff member runs their own training business and uses Institute resources to support it.
- Working for a competing RTO at the same time.

Legal or Ethical Conflicts

- If someone involved in your training is also part of legal proceedings against the RTO, that might affect their or your ability to be fair and impartial.

What Happens if There's a Conflict of Interest?

If a conflict is identified

1. The person involved must tell management right away.

2. IAP will look at whether it's an actual, potential, or perceived conflict.

3. IAP will create a plan to handle it using one of the following strategies:

o Register
We document the conflict and keep it on file.

o Restrict
We limit the person's involvement in decisions that might be affected by the conflict.

o Recruit
We bring in an independent person to review the situation.

o Remove or Relinquish
We remove the person from the situation or ask them to change roles. In extreme cases (e.g. if a student's involvement in creating a conflict), their enrolment may be cancelled with a full refund and no academic penalty.

o Resign
If no other solution works, the person may need to leave their position or stop the activity causing the conflict.

What Does This Mean for You as a Student?

- You can expect decisions made about your education to be fair and unbiased.
- If you ever think someone might be acting unfairly or putting personal interest before the Institute's goals, you have the right to raise your concerns.
- We have clear processes to make sure your concerns are taken seriously and dealt with professionally.

Need Help or Not Sure?

If you're unsure whether something is a conflict of interest, talk to your trainer, student support, or contact management. We're here to support an honest and fair learning environment for everyone.

Consumer Protection

IAP is committed to providing accurate, ethical, and transparent information to all current and prospective students. In compliance with the Standards for Registered Training Organisations (RTOs), we ensure that all marketing, enrolment, and training processes, including those conducted through third parties, protect the rights of consumers and adhere to the highest standards of integrity.

We collect and retain only the information necessary for a student's enrolment, training, and assessment. IAP takes all reasonable steps to protect personal information from misuse, loss, unauthorised access, modification, or disclosure. This includes implementing restricted access to electronic files, secure storage of paper files, and regular data backups.

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The information provided by our consumers will be used solely for administration, communication, provision of course information, state and national reporting requirements, program monitoring, and evaluation. In accordance with the Standards for RTOs, IAP is required to provide certain student information to government agencies and/or organisations as stipulated.

Consumer Protection Complaints

If an individual believes that IAP or one of our third-party representatives has breached our obligations in the conduct of marketing, sales, or other service activities, they are encouraged to raise a complaint in accordance with our **Complaints Handling Policy and Procedure.**

We recommend that individuals first discuss their concerns with their trainer or assessor to seek an informal resolution. If the issue is not resolved at this level, or if the individual prefers to escalate the matter directly, they may submit a formal complaint to the RTO Manager.

Publishing Consent and Use of Student Information

IAP may wish to use images, quotes, or other student-related information for promotional and marketing purposes, such as on our website, brochures, or social media. We value your privacy and will always seek your consent before using your information in this way.

You will be asked to provide consent for the use of your information and images at the time of enrolment. If you do not wish to have your information or images used for marketing purposes, you can opt-out at any time. Should you choose to opt-out, please notify IAP via email or inform your trainer, and we will ensure your preferences are respected.

If you consent to the use of your information for marketing, it may be used for the duration of your enrolment and any reasonable time thereafter, unless you withdraw your consent.

We are committed to ensuring that your personal data and image are handled with the utmost respect and care, in accordance with relevant privacy laws.

Third-Party Arrangements

In line with the Standards for Registered Training Organisations (RTOs), The Institute of Applied Psychology is accountable for the quality of training and assessment services provided by third parties.

If your course includes delivery by a Third-Party Provider, IAP will advise you of the arrangement prior to the program commencing.

You will also be advised of:

- The name and contact details of any third party that will provide training and/or assessment, and related educational and support services to you on our behalf, and

- Your rights, including if IAP or a third-party delivering training and assessment closes or ceases to deliver any part of the training product that you are enrolled in.

- Any changes to Third-Party Arrangements

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Compliance with Legislative and Regulatory Requirements

At IAP, we are fully committed to providing you with a high-quality learning experience that meets all the necessary standards. As a Registered Training Organisation (RTO), we follow all the required regulations and guidelines to ensure your training is delivered to the highest standards.

This means we comply with the Standards for Registered Training Organisations 2025 and other legal requirements set by both State and Commonwealth authorities. These regulations help ensure that your education is safe, effective, and meets industry expectations. These include but are not limited to:

Standards for Registered Training Organisations 2025

These standards define the requirements for RTO registration, ensuring the delivery of high-quality, nationally recognised training and continuous improvement of RTO operations. The standards are comprised of:

- **Outcome Standards:** These standards focus on the outcomes of training and assessment, placing the learner and industry needs at the core of quality delivery.

- **Compliance Requirements:** These detail the administrative and operational obligations that RTOs must meet. They include:

    - **Schedule 1 - Fit and Proper Person Requirements Policy**: Ensuring that key personnel meet integrity and suitability standards.

    - **Schedule 2 - NRT Logo Conditions of Use Policy:** Outlining correct usage of the Nationally Recognised Training logo.

- **Credential Policy**: Specifies the qualification and competency requirements for individuals delivering and/or validating training and assessment, reinforcing the focus on industry relevance and professional development.

At IAP, we are committed to delivering high-quality training that meets national standards, ensuring your qualification is valuable and respected. The Standards for Registered Training Organisations (RTOs) 2025 form part of the VET Quality Framework, which helps ensure that all training and assessment is reliable, consistent, and leads to nationally recognised qualifications.

We follow these standards closely, along with other regulations, to make sure we provide the best possible training experience for you. These include:

- **The National Vocational Education and Training Regulator Act 2011** (or equivalent laws in other states), which gives us the guidelines and powers to operate as an RTO.
- **The VET Quality Framework**, which ensures that our courses are designed to meet your needs and the needs of employers.

We also make sure that all our courses are in line with the Standards for Training Packages and VET Accredited Courses to ensure that what you learn is relevant, up-to-date, and recognised across Australia.

All staff, including trainers, assessors, and contractors, are required to follow these standards. This ensures that the training and assessment you receive is fair, transparent, and focused on your success.

National Vocational Education and Training Regulator Act 2011

The National Vocational Education and Training Regulator Act helps ensure that all Registered Training Organisations (RTOs) like IAP follow clear rules and guidelines to deliver quality education. This law's main goals are:

1. **Consistency Across Australia:**
   To make sure that vocational education and training (VET) is regulated the same way across the country, so you can trust that your qualification is recognised no matter where you study.

2. **Quality and Risk Management:**
   To ensure that training is of high quality, the law uses a standards-based framework and, when necessary, risk assessments to monitor and maintain the quality of your learning experience.

3. **Protecting VET Quality:**
   To maintain and improve the quality of VET in Australia, promoting innovation and flexibility in training, and making sure Australia's VET reputation stays strong both nationally and internationally.

4. **Meeting Australia's Needs:**
   To support a VET system that helps build a highly educated and skilled population, which is vital for meeting Australia's social and economic needs.

5. **Protecting Students:**
   Most importantly, this Act is here to protect you, the student, by ensuring you receive quality training and education throughout your studies.

6. **Access to Information:**
   To make sure students, like yourself, can easily access clear, accurate information about the quality of the training you're receiving.

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.

Data Provision Requirements 2020

This sets out the obligations for RTOs to submit data to ASQA upon request, including annual quality indicator data, to support regulatory monitoring and transparency.

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.

Financial Viability Risk Assessment Requirements 2021

These ensure that RTOs maintain the financial capacity to continue delivering high-quality training services and protect student interests.

Statutory Education License

Under Part VB of the Copyright Act 1968, IAP is permitted to share a wide range of third-party materials with students, both in physical and digital formats, in accordance with the statutory education license. This license, managed by The Copyright Agency Ltd (CAL) on behalf of the Attorney General's Department, allows educational institutions to distribute materials to students without the need to obtain direct permission from the original creators, provided the materials fall within the limitations of the license.

This provision ensures that IAP can offer students a broad selection of educational resources, facilitating access to necessary materials for your studies while ensuring compliance with copyright laws. It helps maintain good governance across the education sector, promoting the free exchange of information in a legal and compliant manner.

Without this license, educational institutions would generally be unable to reproduce third-party materials unless a specific license, subscription, or permission from the creator is in place.

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.

Privacy Act 1988 and National Privacy Principles

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 your 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.

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IAP is committed to protecting your personal information in accordance with the Australian Privacy Principles (APP). Below is an overview of how your personal data is collected, used, and protected during your time with us:

1. Open and Transparent Management of Personal Information
We collect personal information, such as your name, age, contact details, and course progress, to meet our training and compliance obligations. This information is stored securely in our database and shared only with relevant government bodies for statistical purposes.

2. Anonymity and Pseudonymity
You have the right to remain anonymous or use a pseudonym where possible, except when enrolling in a nationally recognised qualification, where your personal details must be verified.

3. Collection of Personal Information
We will only collect the information necessary for your training and assessment. If we need sensitive information (e.g., health details), it will only be collected with your consent or as required by law.

4. Unsolicited Personal Information
If we receive personal information that wasn't asked for, we will decide whether it's necessary and take action to de-identify or destroy it if it's not relevant.

5. Notification of Collection
When we collect your personal information, we will inform you of:

- Who we are and how to contact us.
- Why we're collecting your information and how it will be used.
- Any consequences if you don't provide the information.

6. Use and Disclosure of Personal Information
We will not share your personal information for anything other than what it was collected for, such as training and assessment, unless you've given us permission. Information may be shared with government departments for funding and research purposes.

7. Direct Marketing
We will not use your personal details for marketing purposes unless you have given us consent.

8. Cross-Border Disclosure
Your personal information will not be shared outside of Australia unless required by law or necessary for enforcement activities.

9. Use of Government Identifiers
We will not use government-issued identifiers (like your USI or TCID) as your identifier, unless required by law.

10. Quality of Personal Information
We strive to ensure all personal information we collect is accurate, up-to-date, and relevant to your course.

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11. Security of Personal Information

Your personal information is protected from misuse, loss, or unauthorized access. It is securely stored in our Student Management System and only accessible by authorised personnel.

12. Access to Personal Information

You have the right to access your personal information. If we cannot provide access, we will explain why, as per legal requirements.

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.

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.

IAP is committed to ensuring a safe and healthy environment for all our students and staff, particularly in an online training context. Our commitment includes:

- **Ongoing Risk Assessment:** Regularly consulting with relevant stakeholders and assessing potential risks and hazards related to our online learning environment, ensuring any deficiencies are addressed promptly within our control.

- **WHS Training:** Providing specific WHS training to all workers, ensuring that all staff are aware of WHS protocols and can apply them to their roles, even in an online setting.

- **Compliance with Legislation:** Adhering to all relevant legislative WHS requirements to ensure that our online and office-based operations meet the highest health and safety standards.

- **Continuous Improvement:** Actively seeking continuous improvement in our WHS performance by reviewing our online learning processes, practices, and any incidents, ensuring lessons are learned and improvements are made.

- **Communication with Stakeholders**: Sharing appropriate WHS information with all stakeholders, including students and staff, to ensure that everyone is informed and safe.

- **Safe Systems of Work**: Developing and maintaining safe work systems, environments, and facilities, even in a remote or online context. This includes consultation with WHS Committees (if applicable) and ensuring that the welfare of our staff and students is protected in both virtual and physical spaces.

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Anti- discrimination and Harassment

IAP complies with the following legislation to ensure a safe, inclusive, and non-discriminatory learning environment for all students:

- Anti-Discrimination Act 1977 (NSW)

- Sexual Harassment Act 1984 (Commonwealth)

- Harassment Act 1997 (Commonwealth)

These laws ensure that all students, staff, and stakeholders are treated with respect, fairness, and dignity. IAP is committed to providing a learning environment that is free from discrimination, harassment, victimisation, and bullying, in line with these legal requirements. The RTO ensures compliance with all relevant legislation to maintain an inclusive, supportive, and respectful environment for all.

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

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.

AFP National Police Check

Some industries, like Aged Care and Children's Services, require students to complete a National Police Check (NPC) before starting their work placement. IAP may need to conduct these checks for both students and staff to meet industry requirements.

You can find more details about the NPC process on the Australian Federal Police website: National Police Checks.

Failure to meet the required standards will result in the application not being processed.

Steps for Submitting Your Police Check Application

1. **Provide All Names**: Ensure you include all names you've been known by, such as your maiden name, and check that your date of birth is correct.

2. **Payment:** Full payment must be made with your application. You can pay with Visa, MasterCard, or American Express. If paying manually, a bank cheque or money order in Australian dollars will be accepted. No personal cheques or cash are allowed.

3. **ID Documents**: You need to provide copies of ID documents totaling 100 points. Don't send original documents. The application process will tell you how to verify your ID.

4. **Complete Your Application:** Make sure all required details are filled in, including signed consent and ID copies. If you're under 18, parental consent is needed.

For Manual Applications:

- Submit the form within three months of signing.

- Mark the boxes with a cross (X).

- Ensure all paperwork, forms, payment, and ID are included.

- Complete the form in block letters (capital letters).

- Bank cheques and money orders must be from Australian banks, in AUD.

- Don't include self-addressed envelopes; they won't be used.

Working with Children Check

While it is uncommon for our RTO to enrol students under the age of 18, there may be instances where VET students are required to undertake workplace learning or assessment in environments where they are in contact with children. In accordance with the Child Protection (Working with Children) Act 2012 (NSW), the following applies:

- All RTO staff (including trainers, assessors, and administration staff) who are likely to interact with individuals under 18 years of age or enter child-related environments as part of their role must hold a valid Working with Children Check (WWCC) clearance prior to commencing duties.

- Students enrolled in training programs that require placement or assessment in child-related settings (e.g., early childhood education, youth work, or schools) are also required to obtain a WWCC clearance as a condition of participation in these components.

The WWCC involves a national criminal history check and a review of findings from misconduct involving children. The outcome is either a clearance or a bar. If granted, a clearance is valid for five years and subject to ongoing monitoring, which may result in the clearance being revoked if new relevant records arise.

If your course requires a WWCC:

- Apply online at [Office of Children's Guardian](#)

- Attend a Service NSW Centre with your ID to complete the process

- Give your WWCC number and date of birth to us so we can verify it online

We're required by law to verify your clearance directly with the NSW Office of the Children's Guardian. We cannot accept printed or emailed proof.

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COMPLAINTS & APPEALS FORM

The Institute of Applied
Psychology Pty Ltd

Complainant Name	
Date Submitted	
Who is Complaining (please tick)	☐ Student ☐ RTO Staff Member ☐ Trainer/Assessor ☐ Employer
Form Submitted To	
Other Party/s Involved	
C & A Register No.	

COMPLAINT AGAINST
☐ Trainer
☐ Student
☐ Staff Member/Employer
☐ Resources
☐ Assessment Tools
☐ The Institute of Applied Psychology

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: _____

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DETAILS OF COMPLAINT/GREIVANCE/APPEAL

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:**

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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:**

Phone: 1300 681 380
Email: support@iap.edu.au
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OPPORTUNITY FOR IMPROVEMENT

The Institute of Applied Psychology Pty Ltd

Date Identified	
Title of OFT	
Form Completed By	
Person Responsible	
Relevant SNR/s	
OFI Register No.	

TYPE OF OPPOTUNITY
☐ Training & Assessment
☐ Client Services Operations

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:**

Phone: 1300 681 380
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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:

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THE INSTITUTE OF
IAP APPLIED
PSYCHOLOGY

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
☐ Administration Office   ☐ Other _____

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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:

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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.

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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?

_____

_____

_____

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Was 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:

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THE INSTITUTE OF
APPLIED
PSYCHOLOGY

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

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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.

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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.salvationarmy.org.au/need-help/	13 72 58	Available on website	For clients who require • 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.

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Glossary of Terms

Access and Equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited Short Course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses (or equivalent) that leads to a VET statement of attainment.

Applicant means an individual who has applied, or has the potential to apply, to become a student, seeking enrolment in a course or program offered by the RTO.

AQF Certification Documentation is the set of official documents that confirms that an AQF qualification or VET statement of attainment has been issued by an RTO or other authorised entity to an individual.

AQF Qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required specified in a training product.

Assessment judgement means a determination of whether competency has been achieved by a student consistent with the training product and the Standards.

Assessment system means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of student competency and meets the requirements of the Standards.

Assessment tools comprise the instrument, instructions and methods for gathering and interpreting evidence in an assessment process, including:

- the context and conditions of assessment
- the tasks to be administered to the student
- the evidence to be gathered from the student
- the criteria used to judge competency, and
- the administration, recording and reporting requirements.

Assessor means the person who is responsible for determining if a student has demonstrated the required competency on behalf of the RTO.

Audit means a systematic, independent and documented process for obtaining evidence for the VET Regulator to determine whether the activities and related outcomes of a training organisation comply, or continue to comply, with the Standards.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Client means a student, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

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Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Conditions of Use means the Nationally Recognised Training Logo (NRT Logo) Conditions of Use Policy made by the Ministerial Council that outlines the requirements that must be followed when using the NRT Logo.

Credential Policy means the policy document made by the Ministerial Council that outlines credentials required for delivering training and assessment and undertaking validation.

Credit transfer is an administrative process to recognise and award credit for prior successful completion of an equivalent unit of competency or module.

Current industry skills are the knowledge, skills and experience of VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.
Current industry skills may be informed by consultations with industry and may include, but is not limited to:

a) Having knowledge of and/or experience using the latest techniques and processes.

b) Possessing a high level of product knowledge.

c) Understanding and knowledge of legislation relevant to the industry and to employment and workplaces

d) Being customer/client-oriented.

e) Possessing formal industry and training qualifications, and training content that reflects current industry practice.

f) Having current and direct skills and experience related to the training being provided.

Data Provision Requirements are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Diploma or higher-level qualification in adult education or vocational education and training means a qualification that satisfies the requirements of the AQF at level 5 or higher and has a focus on training and assessing adults and relevance to delivery and assessment of VET and competency-based training and assessment. The qualification does not need to include the words 'adult education' or 'vocational education and training' in the title, however units completed within the qualification need to demonstrate the skills and knowledge required to train adults and teach VET. The academic transcript or record or results for the qualification will provide the evidence to demonstrate this.

Direction means oversight, guidance and quality assurance provided in respect of a person who does not have the full training and/or assessment qualification to ensure the quality of training and assessment delivered by that person. The RTO is responsible for determining the nature and extent of direction required and any necessary restrictions and ensuring the quality of training and assessment is consistent with the Standards.

Educational and support services include:

- Pre-enrolment Support
  - o Provision of clear, accessible information and guidance to help students make informed decisions about their courses.
  - o Access to pre-enrolment materials that outline course details, expectations, and requirements.
- Learning and Study Support
  - o Access to study skills programs and support to develop effective learning techniques.
  - o Provision of Language, Literacy, Numeracy, and Digital (LLND) skills programs or referrals to
  - o these services.
  - o Additional learning resources, including readings, exercises, practice tests, and online tutorial support.
  - o Flexible delivery options, including one-on-one time with trainers and assessors, to cater to
  - o individual learning needs.
  - o Access to Information and Communications Technology (ICT) support, specialised technical

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- o assistance, and resources.
- o Use of assistive technology, equipment, and other resources to support students with disabilities
- o or special learning requirements.
- o Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.
- o Contextualised learning and assessment programs tailored to specific workplace environments.
- Wellbeing and Counselling Services
  - Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
  - Access to mediation services or referrals to these services for conflict resolution.
  - Support for student wellbeing through online learning and support courses that focus on personal development and resilience.
- Flexible Delivery and Assessment
  - o Adjustments to training and assessment schedules to accommodate individual student needs, ensuring fairness and equity.
  - o Customisation of delivery methods and assessment processes to suit diverse learning styles and circumstances.
- Equipment and Resources
  - o Provision of specialised equipment, resources, and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
  - o Ensuring that learning environments and resources are accessible and inclusive for all students.
- Financial and Other Support Services
  - o Referral to financial support and assistance services to help students manage the costs associated with their studies.
  - o Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

Executive officer means:
a) A person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes

b) part in the management of the RTO, or

c) An administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court), or

d) If the RTO is a body corporate:

- o A person who, at any time during a period for which the organisation is registered, owns 15 per cent or more of the organisation, or

- o A person who, at any time during a period for which the organisation is registered, is entitled to receive 15 per cent or more of dividends paid by the organisation, or

- o The administrator of a deed of company arrangement executed by an organisation, or

- o A trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Financial Viability Risk Assessment Requirements means the requirements made under section 158 of the National Vocational Education and Training Regulator Act 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.

Governing persons means the person(s) and/or body(ies) that are responsible for overseeing and directing and exercise a degree of control or influence over the management or operation of the RTO. This includes high managerial agents and executive officers.

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Government entity means:

a) A Department of State of the Commonwealth, or

b) A Department of the Parliament established under the Parliamentary Service Act 1999 of the Commonwealth, or

c) An Executive Agency, or Statutory Agency, within the meaning of the Public Service Act 1999 of the Commonwealth, or

d) A Department of State of a State or Territory, or

e) An organisation that

   o Is not an entity, and

   o Is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law, and

   o Can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

High managerial agent means an employee or agent of the organisation with duties of such responsibility that their conduct may be assumed to represent the organisation in relation to the business of providing courses.

Independent validation means that the validation is carried out by a validator or validators who are not employed or subcontracted by the RTO to provide training and assessment.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

a) Enterprise/industry clients, e.g., employers.
b) Group training organisations.
c) Industry organisations.
d) Industry regulators.
e) Industry skills councils or similar bodies.
f) Industry training advisory bodies, and
g) Unions.

Industry engagement may include, but is not limited to, strategies such as:

a) Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs.

b) Involving employer nominees in industry advisory committees and/or reference groups.

c) Embedding staff within enterprises.

d) Networking in an ongoing way with industry networks, peak bodies and/or employers.

e) Developing networks of relevant employers and industry representatives to participate in.

f) Assessment validation, and

g) Exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

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Industry regulator means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

Internal review is an optional quality improvement process undertaken by The RTO in each vocational training area to review and evaluate training and assessment strategies and the related human and physical resources at least once per year.

Jobs and Skills Council is a not-for-profit company that is industry-owned and led that provide leadership to address skills and workforce challenges for their industry.

Licensed or regulated outcome means compliance with an eligibility requirement for an occupational license or a legislative requirement to hold a particular training product in order to carry out an activity.

Mode of Delivery means the methods adopted to deliver training and/or assessment, including face-to-face, online, distance, or blended methods.

National Register means the register maintained by the Commonwealth Department responsible for VET – www.training.gov.au

Nationally Recognised Training Logo means the logo used nationally to signify training packages and VET accredited courses.

Non-compliance means failure to comply with one or more parts of the Standards for RTOs.

Objective evidence means information relating to the products or services provided by the registered training organisation that can be verified or tested. Information can be in the form of documents, records, unbiased observations, or facts that can be measured or tested.

Operations of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

Prepaid fee means any fee relating to the delivery of services paid by, or on behalf of an individual prior to the services to which the fee relates being delivered by the organisation.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor and/or industry expert. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

a) Participation in courses, workshops, seminars, conferences, or formal learning programs.

b) Participation in mentoring, professional associations or other learning networks.

c) Personal development through individual research or reading publications or other relevant information.

d) Participation in validation activities, and

e) Participation in industry release schemes.

Quality Indicators are surveys and data used to guide continuous improvement and assess the risk profile for the RTO.

Reasonable adjustments are adjustments made by an RTO in alignment with the Disability Standards for Education 2005, including a reasonable measure or action that has the effect of assisting a student with disability to enrol in, commence or complete a training product with the RTO in line with the requirements of that training product, and use facilities or services provided by or on behalf of the RTO, on the same basis as a student without disability.

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Recognition of Prior Learning (RPL) means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training product.

a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree).

b) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business), and

c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Registrar means the Student Identifiers Registrar.

Registered Training Organisation (RTO) means a training organisation registered by a registering body in accordance with the VQF within a defined scope of registration (see Scope of registration).

Registration means the formal approval and recognition by ASQA of a training organisation, in accordance with the Standards.

Risk Management means the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

RTO code means the registration identifier given to the RTO on the National Register.

Secondary teaching qualification means a credential issued by a higher education provider which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.

Scope of Registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. A registered training organisation may be registered to provide either:

a) Training delivery and assessment services and products and the issuance of Australian Qualifications Framework (AQF)qualifications and Statements of Attainment, or

b) Assessment services and products, and issue AQF qualifications and Statements of Attainment. The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

Services means training and assessment, training support, wellbeing support, and any activities related to the recruitment, progress and completion of students who may be struggling, including where these services are delivered through a third-party arrangement.

Skill set means a single unit of competency or a combination of units of competency from one or multiple training packages which link to a licensing or regulatory requirement, or a defined industry need. These will have an allocated Skill Set product code.

Stakeholder: A stakeholder is any individual or group that has an interest or concern in IAP, including students, staff, investors, contractors, regulatory bodies, partners, suppliers, and the community.

Standards for RTOs mean the Standards as part of the VET Quality Framework and the definition made under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

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Statistically valid means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated. The RTO has determined this to be 35% of the assessments conducted over the previous 12 months.

Student means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Student identifier means a unique identifier assigned to an individual by the Registrar.

Third-Party means an entity or person with which the RTO has an arrangement for that other entity or person to deliver any of the following services on behalf of the RTO:

- training
- assessment
- training support services, and
- activities related to the recruitment of prospective VET students including marketing, enrolment, induction or collection of fees.

A third party does not include:

- employees of the RTO that deliver training or assessment
- other entities that deliver VET student counselling or mediation or provide ICT or other support services
- experts who contribute to training or assessment, or
- an entity that refers VET students to the RTO where the referring entity does not receive payment from the RTO and the referring entity is a government agency or government funded agency

Trainers are persons who provide training.

Training is the process used by an RTO, or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

Training and assessment strategies (TAS) are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable students to meet the requirements of the training package or accredited course.

Training and Education Training Package means the TAE – Training and Education Training Package referenced on the National Register.

Training Package means the components endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Training product means AQF qualification, skill set, unit of competency, modules and accredited short course.

- AQF qualification, being an AQF qualification type endorsed in a training package or accredited in a VET accredited course,
- skill set, being a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement or a defined industry need,
- unit of competency, being the specification of the standards of performance required in the workplace as defined in a training package, and

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- accredited short course, being a course that leads to a statement of attainment accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses made under subsection 188(1) of the National Vocational Education and Training Regulator Act 2011 (or the equivalent requirements adopted by a non-referring State).

Training support services means services and resources designed to support individual students to meet training product requirements and complete the training product in which they are enrolled.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

Validation is the quality review of the assessment systems and processes to ensure that the assessment tools are consistent with the training product and the requirements of the Standards, and ensure consistent outcomes are achieved through assessment practices and judgements.

Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met.

It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
VET means vocational education and training.
VET Quality Framework (VQF) comprises:
   Standards for Registered Training Organisations (RTOs) 2025

- Outcome Standards

- Compliance Requirements:

 o Schedule 1 - Fit and Proper Person Requirements Policy

 o Schedule 2 - NRT Logo Conditions of Use Policy

- Credential Policy

- Australian Qualifications Framework (AQF)

- Data Provision Requirements 2020:

- Financial Viability Risk Assessment Requirements 2021

 VET Regulator means:
- The National VET Regulator, and

- A body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

Wellbeing support services means services and resources to support students' physical, mental, and emotional wellbeing, which may include mental health resources, counselling, health services, crisis support providers and emergency services, and legal, advocacy, accommodation and welfare services.

Young student means a student aged under 18 years.

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Acronyms and Abbreviations

AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority - the national VET Regulator
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DPR	Data Provision Requirements
FPPR	Fit and Proper Person Requirements
FVRAR	Financial Viability and Risk Requirements
ITAB	Industry Training Advisory Body
JSCs	Jobs and Skills Council
NRT	Nationally Recognised Training
NVR	National VET Regulator
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SoA	Statement of Attainment
TAE	Certificate IV in Training and Assessment
TAS	Training and Assessment Strategies
TGA	training.gov.au
TVA	Total VET activity
UoC	Unit of Competency
VET	Vocational Education and Training
VQF	VET Quality Framework

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