



Australian Institute of Professional Counsellors

Bachelor Programs Student Handbook



www.aipc.net.au

YOUR FIRST CHOICE FOR A CAREER IN COUNSELLING

Australian Institute of Professional Counsellors

Student Handbook
Bachelor of Counselling
Bachelor of Human Services



June 2021

The information and policies contained within this “Student Handbook” were current on the date of printing. The information and policies contained within this document are subject to change. It is therefore recommended that students periodically refer to the Institute’s website at www.aipc.net.au for a current version of the handbook.

Contents

WELCOME FROM THE CEO	4
MISSION STATEMENT – BACHELOR OF COUNSELLING	5
Code of Practice.....	5
The Course Structure.....	6
Semester, Census and Residential School Dates.....	10
Course Learning Outcomes	10
Enrolling For Each Semester and Text Book Orders.....	11
Students Receiving Austudy, Abstudy, Youth Allowance or PES Funding.....	11
Your Academic Staff	12
GENERAL POLICIES	14
Your Student Agreement.....	14
Course Investment Policy	15
Fees for Additional Items	16
Cancelling from your Course	16
Repeating Subjects	17
Student Review Procedures for Re-Crediting a FEE-HELP Balance	17
Selection of Students.....	20
Statement of Tuition Assurance.....	21
Applying for Recognition of Prior Learning	22
Articulation Arrangements with Other Providers	25
Deferring your Studies.....	26
Student Conduct Policy	27
Privacy and Personal Information Policy.....	27
Student Wellbeing and Safety Policy.....	30
Grievance Handling and Resolution Policy and Procedure	35
Changing your Contact Details	38
Copyright Policy.....	38
Computer Requirements.....	38
Providing Education to Students with a Disability	39
Additional and Personal Support Services	39
English Language Support	41
ACADEMIC INFORMATION AND REQUIREMENTS	42
Orientation	42
Provision of Learning Resources and Course Materials	42
Studying Externally	42
Using the Higher Education Learning Portal (HELP) and Online Library	42
Assessment Overview.....	43
Attendance at Residential Schools by External Students.....	44
Undertaking Practicum Subjects	46
Examinations	47
Study Assistance and Support	48
Submitting Written Assessments	49
Special Consideration Policy.....	50
Grading Policy.....	51
Academic Misconduct	51
Providing Feedback and Suggestions, and Completing Surveys	52
Graduating.....	53
Issuing Replacement Qualifications	53
Academic Transcripts	53

Welcome from the CEO

Firstly, thank you very much for enrolling into your Bachelor program with the Australian Institute of Professional Counsellors. As a private provider of tertiary education, our primary purpose is to offer high quality and flexible education to students throughout Australia.

Students of Institute courses will graduate with the knowledge and skills to perform competently in a variety of employment settings. The Bachelor of Counselling course structure focuses on teaching a variety of approaches to counselling and counselling theory, and learning about a diverse range of counselling specialties to enable you to develop progressively at a professional level as a Counsellor and personally as an individual. The Bachelor of Human Services course structure includes contemporary topics relevant to working in diverse human services contexts and settings with a focus on practical application in the workplace.

The Institute and its staff are dedicated to developing high-quality applicable courses and programs, and providing an exceptional level of education and service to all students. The Institute also advocates a high level of professional, ethical and moral counselling standards in graduates.

This Student Handbook has been prepared to inform you of the various aspects of studying with the Institute and your higher education course.

On behalf of all our staff here at the Institute, I wish you much success as you embark on this exciting journey through your Bachelor degree.

Kind regards,

Sandra Poletto
Chief Executive Officer

Mission Statement – Bachelor Programs

The Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust (“the Institute”) is a private, non-university tertiary provider of higher education committed to offering high quality education to students. The Institute’s Bachelor programs are entry-level tertiary courses ideally suited to graduates of Diploma or Advanced Diploma studies or new students who are taking their first step in to the field of counselling or human services.

Students of the Bachelor of Counselling or the Bachelor of Human Services graduate with the knowledge and skills to perform competently in a variety of employment settings, including not-for profit or community-based organisations, public service or private practice. The courses are structured programs of contemporary and coherent knowledge and skills which provides students with a sound theoretical base on which to develop progressively as professionals, and personally as individuals. Graduates demonstrate approaches that are ethical and appropriate to the client, will be able to learn and grow as professionals in the field throughout their lives and will add value to their workplace and community.

The Institute and its staff are dedicated to developing high quality programs, and in providing an exceptional standard of education and service to all students. The Institute also recognises the important role it has in supporting the achievements of students with disabilities and students for whom English is a second language by ensuring equal opportunities and access to tertiary education.

Code of Practice

Students completing AIPC’s tertiary programs acquire a solid grounding in foundational and theoretical knowledge, and the ability to apply theory and constructs of methodology and practice in their work. The courses enable students to develop on both a personal and professional level. To this end, the Institute will:

- Protect the interests of its students by:
 - Developing and implementing policies that ensure quality education is delivered.
 - Promoting its courses with integrity, accuracy and in a professional manner at all times.
 - Disclosing all relevant course and policy information to students prior to their enrolment.
 - Always considering the wellbeing and interests of students in the development, delivery, evaluation and review of its courses and subjects, and
 - Conducting evaluations of grading and assessment to ensure validity, fairness and accuracy of marking is upheld.
- Support students by providing:
 - Quality education programs and plans.
 - Individualised learning support.
 - Information on study and lifelong learning options, and
 - Workplace assignments/placements.
- Develop and deliver a high standard of education by:
 - Providing students with progressive and industry-leading knowledge and skills.
 - Valuing and reflecting the multicultural diversity of Australia, both in course content and services to students.
 - Encouraging a mindset of ‘life-long’ learning in graduates, and
 - Promoting a high standard of moral, ethical and professional standards.
- Review its courses and subjects with due consideration to stakeholders such as industry, students and professionals.
- Ensure that its courses and services, including assessments, are delivered by suitably qualified and experienced staff.
- Ensure that staff members demonstrate leadership in their fields, innovation, commitment and excellence in teaching, scholarship/research, and in professional/industry experience and passion.
- Encourage and support staff to equip themselves through continual professional development, scholarship, consultancy, industry involvement and research to contribute to teaching advancement.
- Provide a safe and equitable working environment for all staff, free from all forms of discrimination and harassment.
- Abide and comply by all relevant laws and legislation in Australia.
- Honour all guarantees outlined in this Mission Statement and Code of Practice.

The Course Structure

Bachelor of Counselling

The following subjects comprise the Bachelor of Counselling course. All subjects are studied over the duration of one Semester.

Subject Number	Subject	Credit Points	Pre-requisite Subjects	Semester Availability#**
First Year				
CORE101*	Scholarship: Academic Writing and Study Skills	6	Nil	S1, S2 & S3
CORE102	Communication Skills	6	Nil	S1, S2 & S3
COU101	Introduction to Counselling	6	Nil	S1 & S3
COU102	Theoretical Foundations of Counselling	6	Nil	S1
CORE103	Group Work	6	CORE102	S1, S2 & S3
CORE104	Social Frameworks	6	CORE101	S1, S2 & S3
• COU103	The Counselling Process	6	Nil	S2
• COU104	Micro Counselling Skills	6	CORE102	S2
Second Year				
PSY201	Developmental Psychology I: Childhood and Adolescence	6	CORE101	S1 & S3
COU202	Counselling and Diversity	6	Nil	S1
• COU203	Counselling Therapies I	6	COU102, COU104	S1 & S3
COU204	Ethics, Law and Counselling	6	Nil	S1 & S3
PSY204	Developmental Psychology II: Adulthood and Aging	6	PSY201	S1 & S2
COU205	Reflective Practice	6	CORE102	S2 & S3
• COU206	Counselling Therapies II	6	COU102, COU104	S1 & S2
• COU207	Family & Couple Counselling	6	COU104	S2 & S3
Third Year				
• COU302	Grief Counselling	6	COU104, COU205	S1 & S2
COU303	Working with Children and Adolescents	6	COU104, PSY201	S1 & S3
COU304	Counselling Practicum I	8	COU104, COU203, COU204, COU205, COU206	S1 & S2
COU305	Research Methods	6	CORE101	S2 & S3
COU306	Counselling and Mental Health	6	PSY201, PSY204, COU204	S2 & S3
COU307	Counselling Practicum II	8	COU304	S1 & S2

* CORE101 must be completed in your first semester.

Semester availability of subjects is correct at time of publication of this Student Handbook and may be changed by the Institute from time to time. Minimum enrolment numbers apply as specified on the Semester Enrolment Form for a subject to be offered.

**Attending and passing Residential School is required for successful completion

** Semester 3 – any additional subjects to those listed on offer for Semester 3 are influenced by student preference and demand. Any additional subjects available are notified to students in August/September each year on the Semester 3 Enrolment Form.

- Residential School – compulsory to complete this subject

After completion of all subjects, the Bachelor of Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd ATF AIPC Trust T/As Australian Institute of Professional Counsellors. The Institute is registered as an Institute of Higher Education: Provider ID PRV12083 by the Tertiary Education Quality and Standards Agency (TEQSA) with its higher education courses also being accredited by TEQSA. Confirmation of the Institute's registration and accreditation status of its courses can be obtained from the National Register on the TEQSA website at: www.teqsa.gov.au.

Students studying on a full-time basis, we suggest that you progress through the course as follows to complete this course within three years:

Subject Code	Subject Title
First Year, Semester One	
CORE101	Scholarship: Academic Writing and Study Skills
CORE102	Communication Skills
COU101	Introduction to Counselling
COU102	Theoretical Foundations of Counselling
First Year, Semester Two	
CORE103	Group Work
CORE104	Social Frameworks
COU103	The Counselling Process
COU104	Micro counselling skills
Second Year, Semester One	
PSY201	Developmental Psychology I: Childhood and Adolescence
COU202	Counselling and Diversity
COU203	Counselling Therapies I
COU204	Ethics, Law and Counselling
Second Year, Semester Two	
PSY204	Developmental Psychology II: Adulthood and Aging
COU205	Reflective Practice
COU206	Counselling Therapies II
COU207	Family & Couple Counselling
Third Year, Semester One	
COU302	Grief Counselling
COU303	Working with Children and Adolescents
COU304	Counselling Practicum I
Third Year, Semester Two	
COU305	Research Methods
COU306	Counselling and Mental Health
COU307	Counselling Practicum II

Students studying on a part time basis, we recommend you progress through the course as follows to complete this course in six years:

Subject Code	Subject Title
First Year, Semester One	
CORE101	Scholarship: Academic Writing and Study Skills
CORE102	Communication Skills
First Year, Semester Two	
CORE103	Group Work
CORE104	Social Frameworks
Second Year, Semester One	
COU101	Introduction to Counselling
COU102	Theoretical Foundations of Counselling
Second Year, Semester Two	
COU103	The Counselling Process
COU104	Micro counselling skills
Third Year, Semester One	
PSY201	Developmental Psychology I: Childhood and Adolescence
COU202	Counselling and Diversity
Third Year, Semester Two	
PSY204	Developmental Psychology II: Adulthood and Aging
COU205	Reflective Practice
Fourth Year, Semester One	
COU203	Counselling Therapies I
COU204	Ethics, Law and Counselling
Fourth Year, Semester Two	

COU206	Counselling Therapies II
COU207	Family & Couple Counselling
Fifth Year, Semester One	
COU302	Grief Counselling
COU303	Working with Children and Adolescents
Fifth Year, Semester Two	
COU304	Counselling Practicum I
Sixth Year, Semester One	
COU305	Research Methods
COU306	Counselling and Mental Health
Sixth Year, Semester Two	
COU307	Counselling Practicum II

Bachelor of Human Services

The following subjects comprise the Bachelor of Human Services course. All subjects are studied over the duration of one Semester.

Subject Number	Subject	Credit Points	Pre-requisite Subjects	Semester Availability#**
First Year				
CORE101*	Scholarship, Academic Writing and Study Skills	6	Nil	S1, S2 & S3
CORE102	Communication Skills	6	Nil	S1, S2 & S3
HUS101	Introduction to Human Services	6	Nil	S1
HUS102	Case Management in Human Services	6	Nil	S1
CORE103	Group Work	6	CORE102	S1, S2 & S3
CORE104	Social Frameworks	6	CORE101	S1, S2 & S3
• COU104	Micro-counselling skills	6	CORE102	S2
HUS103	Contemporary Human Rights	6	Nil	S2
Second Year				
PSY201	Developmental Psychology I: Childhood and Adolescence	6	CORE101	S1 & S3
COU205	Reflective Practice	6	CORE102	S2 & S3
HUS201	Ethical and Legal Frameworks for Human Services	6	HUS101	S1
HUS202	Family and Society	6	CORE104	S1
PSY204	Developmental Psychology II: Adulthood and Aging	6	PSY201	S1 & S2
• COU207	Family & Couple Counselling	6	COU104	S2 & S3
HUS203	Human Services Field Placement I	12	HUS102, HUS103, COU104, COU205, HUS201	S1 & S2
Third Year				
COU303	Working with Children & Adolescents	6	COU104, PSY201	S1 & S3
HUS301	Culture, Diversity and Social Justice in Human Service Practice	6	HUS101, HUS103, HUS201	S1
• HUS302	Group Processes for Human Services	6	CORE103	S1
HUS303	Social Policy	6	HUS103, HUS201	S1
COU305	Research Methods	6	CORE101	S2 & S3
HUS304	Professional Practice in Human Service Organisations	6	HUS203, HUS302	S2 & S3
HUS305	Human Services Field Placement II	12	HUS203, HUS301, HUS302	S1 & S2

* CORE101 must be completed in your first semester.

Semester availability of subjects is correct at time of publication of this Student Handbook and may be changed by the Institute from time to time. Minimum enrolment numbers apply as specified on the Semester Enrolment Form for a subject to be offered.

** Semester 3 – any additional subjects to those listed on offer for Semester 3 are influenced by student preference and demand. Any additional subjects available are notified to students in August/September each year on the Semester 3 Enrolment Form.

- Residential School – compulsory to complete this subject

After completion of all subjects, the Bachelor of Human Services qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd ATF AIPC Trust T/As Australian Institute of Professional Counsellors. The Institute is registered as an Institute of Higher Education: Provider ID PRV12083 by the Tertiary Education Quality and Standards Agency (TEQSA) with its higher education courses also being accredited by TEQSA. Confirmation of the Institute's registration and accreditation status of its courses can be obtained from the National Register on the TEQSA website at: www.teqsa.gov.au.

Students studying on a full-time basis, we suggest that you progress through the course as follows to complete this course within three years:

Subject Code	Subject Title
First Year, Semester One	
CORE101	Scholarship, Academic Writing and Study Skills
CORE102	Communication Skills
HUS101	Introduction to Human Services
HUS102	Case Management in Human Services
First Year, Semester Two	
CORE103	Group Work
CORE104	Social Frameworks
COU104	Micro-counselling skills
HUS103	Contemporary Human Rights
Second Year, Semester One	
PSY201	Developmental Psychology I: Childhood and Adolescence
COU205	Reflective Practice
HUS201	Ethical and Legal Frameworks for Human Services
HUS202	Family and Society
Second Year, Semester Two	
PSY204	Developmental Psychology II: Adulthood and Aging
COU207	Family & Couple Counselling
HUS203	Human Services Field Placement I
Third Year, Semester One	
COU303	Working with Children & Adolescents
HUS301	Culture, Diversity and Social Justice in Human Service Practice
HUS302	Group Processes for Human Services
HUS303	Social Policy
Third Year, Semester Two	
COU305	Research Methods
HUS304	Professional Practice in Human Service Organisations
HUS305	Human Services Field Placement II

Students studying on a part time basis, we recommend you progress through the course as follows to complete this course in six years:

Subject Code	Subject Title
First Year, Semester One	
CORE101	Scholarship, Academic Writing and Study Skills
CORE102	Communication Skills
First Year, Semester Two	
CORE103	Group Work
CORE104	Social Frameworks
Second Year, Semester One	
HUS101	Introduction to Human Services
HUS102	Case Management in Human Services
Second Year, Semester Two	
COU104	Micro-counselling skills
HUS103	Contemporary Human Rights

Third Year, Semester One	
PSY201	Developmental Psychology I: Childhood and Adolescence
COU205	Reflective Practice
Third Year, Semester Two	
PSY204	Developmental Psychology II: Adulthood and Aging
COU207	Family & Couple Counselling
Fourth Year, Semester One	
HUS201	Ethical and Legal Frameworks for Human Services
HUS202	Family and Society
Fourth Year, Semester Two	
HUS203	Human Services Field Placement I
Fifth Year, Semester One	
COU303	Working with Children & Adolescents
HUS302	Group Processes for Human Services
Fifth Year, Semester Two	
COU305	Research Methods
HUS304	Professional Practice in Human Service Organisations
Sixth Year, Semester One	
HUS301	Culture, Diversity and Social Justice in Human Service Practice
HUS303	Social Policy
Sixth Year, Semester Two	
HUS305	Human Services Field Placement II

The Institute offers a **third semester** commencing in November each year and finishing in the following February for students to progress faster through their course. The subjects on offer during Semester 3 may vary from year to year and is at the discretion of the Institute. Decisions on subjects offered during Semester 3 are decided due to student preference and demand.

Students are required to successfully complete (pass) all subjects listed above for the respective course in order to be awarded a Bachelor of Counselling or a Bachelor of Human Services. Students cannot enrol into a latter subject until all Pre-requisites for the subject have been passed.

Students are required to complete the course within **10 years** of their enrolment into the course.

Semester, Census and Residential School Dates

Semester dates, Census Dates and Residential School Dates are shown on the Student's section of the Institute's website at www.aipc.net.au. Each semester is structured as 12 weeks of structured study, including two weeks at the end of each Semester allocated for the scheduling of Residential Schools for relevant subjects.

Course Learning Outcomes – Bachelor of Counselling

The Bachelor of Counselling is a three-year, full time or six-year, part time tertiary education program in Counselling that enables students to:

- Acquire and apply a comprehensive knowledge of the principles, concepts and theories that underpin counselling practice.
- Apply a range of counselling approaches and techniques to therapeutic work.
- Critically analyse the issues experienced by clients and incorporate appropriate approaches into counselling to address them.
- Review and evaluate research, and apply an understanding of research results to continually develop counselling practice.
- Differentiate general counselling issues from mental health conditions that require referral.
- Collaborate with and refer to colleagues and other health care professionals.
- Demonstrate appropriate, ethical counselling practice within the scope of their expertise.
- Become reflective, evidence-based counsellors who review their own clinical competence through supervision, and regularly engage in personal and professional development.

Course Learning Outcomes – Bachelor of Human Services

- Acquire and apply a comprehensive knowledge of the concepts, principles and theories that underpins human services practice;
- Understand and integrate knowledge of diversity of cultures and peoples;
- Review and evaluate research, and apply an understanding of research results to continually develop human services knowledge and practice;
- Apply critical thinking and independent judgement to identify, explain and address circumstances involving families, individuals, groups, organisations and communities;
- Identify and evaluate key ethical issues and implications for human service practice to address ethical considerations in diverse human service contexts;
- Communicate effectively in a variety of formats within human services contexts and practices;
- Reflect on feedback to identify and action opportunities for lifelong learning and self-improvement through appropriate supervision and regular engagement in personal and professional development.

Enrolling For Each Semester and Text Book Orders

You will be advised of important dates during the semester such as semester start and finish dates, semester Census Dates and dates for residential schools, progressively in writing. Semester dates, Census Dates and Residential School Dates are also shown on the Student's section of the Institute's website at www.aipc.net.au.

For new students, a Semester Enrolment Form has either already been sent to you or has been included in the Enrolment Pack and should be completed and returned by the due date shown on the form. These forms are sent to continuing students after each semester.

Students are encouraged to submit their online textbook order through Booktopia www.coop.com.au/booktopia, or Zookal <https://www.zookal.com/textbooks> prior to commencing their studies for the semester. Students are able to source textbooks from other suppliers if they choose.

The Semester Enrolment Form lists the subjects that are available in the next semester. On the Semester Enrolment Form, students nominate the subjects they intend to study for each semester. Subjects selected should be in accordance with the recommended course structure for the Course and should take into account pre-requisite study requirements.

Completed Semester Enrolment Forms are to be sent, by the due date, to the Student Support Staff. Student Support Staff will process the student's enrolment for the following semester and provide a confirmation letter providing details of pertinent matters including residential school dates.

Prior to the commencement of each Semester, the current Study Guide and Book of Required Readings are uploaded onto the Higher Education Learning Portal (HELP) for students to access. Students are able to print a copy of the electronic documents if they choose to.

If you have any questions about which subjects to complete in which semester, please contact Student Support Staff on 1800 657 667.

Students Receiving Austudy, Abstudy, Youth Allowance or PES Funding

The Bachelor of Counselling and the Bachelor of Human Services are approved courses for students eligible to receive Austudy, Abstudy, Youth Allowance or Pensioner Education Supplement (PES). For information regarding any of these government benefits or your eligibility, please contact Centrelink on 13 24 90 (for Austudy, Youth Allowance or PES) or 13 23 17 (for Abstudy). When submitting an application form for these benefits you may be asked to provide proof of your enrolment. Your Course Enrolment Confirmation letter provides confirmation of your enrolment. Please contact Student Support Staff for this letter.

If you are receiving Austudy, Youth Allowance or PES funding while you are completing your Degree, you should be aware that Centrelink has very firm guidelines regarding a student's obligations. It is extremely important to remember that if you do not meet your obligations you will be asked to pay back some of the funding that you have received, so it is important to take a note of these guidelines. The Institute recommends that students who cannot meet their obligations for whatever reason (illness, special circumstances) contact Centrelink as soon as possible.

If you are receiving Austudy, Abstudy, Youth Allowance or PES you must enrol into all required subjects for the semester and complete all assessment for your subjects on time. To be eligible for Austudy or Youth Allowance, you must be studying the course as a Full Time student. On average this will be approximately 25 hours each week.

If your study commitment changes and you will no longer be studying as a full time student, you must advise Centrelink as soon as possible. Centrelink will ask to be reimbursed for any payments received during the lapse of ceasing as a full time student and notifying them that this has occurred.

If you are receiving the PES benefit, both Full time and Part Time study options are available at:

- 100% workload (four subjects each semester except the two semesters with practicum subjects are completed. Full time for these semesters is the practicum plus two other subjects),
- 50% workload or above (two subjects per semester), or
- 25% workload (one subject per semester).

Once again, if your study commitment changes and you are no longer studying at a rate consistent with your nominated workload, you must advise Centrelink as soon as possible.

From time to time during your studies, Centrelink will ask AIPC to advise them of your progress through your course and **AIPC is obliged to provide this information to them**. AIPC will not accept any responsibility for the outcome of the reporting of this information to Centrelink.

When you reach the end of your course, you must advise Centrelink immediately that you have completed your full time studies.

Please be aware that:

- We may disclose your personal information to Australian government agencies, including Services Australia (the Agency), where this is required or authorised by Australian law.
- Information about your enrolment with us may be disclosed if you are claiming or receiving a payment from Services Australia.
- You are still required to notify Services Australia of any change in circumstances that may affect your payment.
- Personal information disclosed to Services Australia is protected by law, including the Privacy Act 1988. More information about the way that Services Australia handles personal information can be found at <https://www.humanservices.gov.au/individuals/privacy>.

Students who have not claimed or received payment from Centrelink will not have their information shared with the Department of Human Services.

Your Academic Staff

The College is very proud of the calibre and experience of our academic staff. The Bachelor programs are overseen by a Program Leader supported by the Academic Lecturers. The contact details of the Lecturer/s for the subject/s in which you are enrolled will be provided to you at the commencement of the semester.

Students seeking educational support during their studies are encouraged to contact the Academic Lecturer for each individual subject by calling the Study Assistance Line on 1300 139 239, or emailing their Lecturer directly. Each Lecturer will email their students in the first week of the semester. They will pass on their contact details at that time including their email address.

General Policies

Your Student Agreement

Upon enrolment into the Bachelor Program, you have signed an Application Form. The Application Form includes the following Student Agreement statement:

In making this application, I agree, state and acknowledge that:

I understand that this form is an application to study a higher education course with the Institute and that the Institute is the deciding authority on whether my application is accepted or not. I accept the Institute's decision in respect to my acceptance into the course.

If offered a place in the course and upon receipt of my Course Enrolment Pack, I acknowledge my commitment to the Institute and understand the initial and ongoing costs incurred by the Institute in respect of my enrolment. I understand that the subject fees, and any other associated fees, apply only for those subjects in which I am presently enrolled, and can be reviewed and changed at the Institute's discretion for future semesters. I agree to follow the Institute's Course Cancellation Policy and understand that I, in the event of cancellation of my enrolment in the course, am liable for the full cost of the subjects I have completed to date in my course of study with the Institute. Additionally, if I cancel from the course after the Census Date in the semester, I am also liable for the full cost of the subjects in which I am currently enrolled.

To discontinue my course or enrolment in any subjects, I am required to submit my request in writing.

I also agree to follow the Institute's Subject Cancellation Policy and understand that I am able to withdraw from studying a subject before the Census Date of the semester without suffering any financial penalty. If I withdraw from the subject after the Census Date in the semester, then I am liable for the whole cost of the subject. I also understand that I am able to withdraw from a subject without academic penalty before the end of the sixth week of the semester.

I also understand that if I have not paid my subject fees for the semester or returned the required documentation for FEE-HELP assistance before the Census Date of the semester, I am liable for the full cost of the subject/s in which I am enrolled for the semester. I also understand that I am liable for subject fees in the event of repeating a subject.

I also acknowledge that I am liable for the following costs in addition to the course fees disclosed on this Course Application Form and Semester Enrolment Forms:

- 1. The purchase of compulsory textbooks and/ or software (if required); and*
- 2. Personal expenses such as travel, accommodation and meals while in attendance at compulsory Residential Schools.*
- 3. Additional postage and handling fees will apply for study materials posted internationally.*

I understand the Institute is required to report my student data as disclosed in the Privacy and Personal Information Policy included in the student handbook.

I also agree to abide by the requirements and conditions of the following Institute Policies: Application for Course Enrolment and Entry Requirements, Student Conduct Policy, Assessment Processes and Procedures, Plagiarism, Copyright Policy, Statement of Tuition Assurance, Grievance Handling and Resolution, Selection of Students and any other policies that come into effect during my dealings with the Institute. I acknowledge that I am able to access all Institute Policies on the Institute website at www.aipc.net.au. I will follow the policies of the Institute unless approval to do otherwise is received in writing.

I also acknowledge that the Bachelor Program includes two Practicum subjects or Field Placements undertaken in a workplace environment and understand that to access these subjects, it may be a requirement of the workplace that I may be obliged to undergo a Criminal History Check or a Working With Children Check. I understand that the results of either or both of these checks may influence my ability to access workplaces for the Practicum subjects or Field Placements. I also understand and acknowledge that a workplace may have additional workplace-specific requirements that I may need to satisfy prior to or during the Practicum/Field Placement. I also agree that all costs incurred for these Checks and/ or workplace requirements will be borne by myself, the student.

I also acknowledge that I will need to have access to a computer system with at least the following specifications:

- Windows 10 or later operating system*
- Microsoft Office 2013 or later software programs*
- Internet access ADSL or better, with a minimum of 1.2Mbps download/ 1.2Mbps upload*

- *Access to a web cam and microphone*

This will enable me to access the Institute's Higher Education Learning Portal (HELP) and Online Library to perform research on the internet for assessment. The Institute's Fortitude Valley premises has a computer laboratory with systems that meet these requirements and are available for my use if required.

I agree to receive communication from the Institute, including but not limited to my confirmation of enrolment and my Commonwealth Assistance Notices, via electronic means. If I wish to receive communications in hard copy, I agree to advise the Institute.

I understand that from time to time, assessments requiring verbal demonstration or presentation may be recorded, and that online examinations will be monitored by an external online examination proctoring service.

I understand that personal information provided by me will be used to either obtain and/or validate a Unique Student Identifier for me which is required to issue my certificate for the qualification and enables AIPC to report my progress and completion of the course. I also confirm that the personal information I have provided is true and correct and understand that the information will be reported to government authorities as required under higher education reporting arrangements. I acknowledge that if I have advised that I require assistance with Language, Literacy or Numeracy or that I have a disability or special need and require additional learning support, an AIPC higher education staff member will contact me for an assessment and discussion of my requirements.

All books, Logos, concepts, Documents and Recordings which are received by me from the College are protected by copyright and will not be reproduced or copied or loaned to any other person or institution. College programs and courses are subject to changing accreditation and academic standards. I further acknowledge that the course or program I am enrolled in may change from time to time due to academic or accreditation requirements.

The relationship between the Institute and myself shall not constitute a relationship of partnership or joint venture or any other relationship where the Institute or agent of the Institute can be held responsible in any way for any actions or words of myself or any associates or employees. Any usage of the Marks and the Names Australian Institute of Professional Counsellors and any other goodwill established thereby shall ensure to the exclusive benefit of the owner of the Marks and the Names.

I will respect the good name of the Institute and will maintain the highest possible standards of confidentiality, ethics and behaviour in all relevant practices concerning my clients and the Institute, and will at no time take any action or utter any words which might in any way damage the Institute or its Agents.

Course Investment Policy

Please refer to http://www.aipc.net.au/dates_policies.php for current subject fees and indicative additional and non-tuition costs.

On your Application Form, you chose one course payment option to pay for your course. You are able to:

- Option 1: Pay for your course using FEE-HELP (if you are eligible).
- Option 2: Pay for each semester of your studies upfront.
- Option 3: Pay for a portion of your fees upfront and the remaining portion using FEE-HELP.

If your application is successful and you accept your placement, the investment for each subject is payable via the following methods after accepting your placement:

1. If you are choosing to pay all or part of your subject fees through FEE-HELP, you will need to return your *Request for FEE-HELP Assistance* form for the semester by the due date indicated in your semester enrolment letter.
2. Payment by credit card, cheque or money order for the semester by the due date indicated in your semester enrolment letter (usually within two weeks of the semester commencing).
3. If you are paying some of your fees yourself and some through FEE-HELP, then returning your *Request for FEE-HELP Assistance* form and payment of the remaining amount by credit card, cheque or money order by the due date of the semester.

If accepted into the course, you nominate your preferred payment method on your Confirmation of Acceptance form to confirm your place in the course. Please note that the subject fees, and any other associated fees, are current only for the subjects in which you are presently enrolled, and can be reviewed and changed at the Institute's discretion for future semesters.

Subjects where credit is granted

Students are able to apply for credit of previous studies and experience as described in the RPL and Credit Transfer Policy and are not required to pay the subject fee for each subject in which credit is granted.

Students articulating from the Diploma of Counselling or the previous AIPC Diploma of Professional Counselling are automatically eligible to receive credit for 6 subjects of the Bachelor of Counselling program as detailed in the RPL and Credit Transfer Policy. Students articulating into the Bachelor of Human Services from Counselling, Community Services or Youth Work Diploma programs may be eligible to receive credit, dependent on the Diploma program completed, as detailed in the RPL and Credit Transfer Policy. The Institute will take this automatic awarding of credit into account when processing enrolments for graduates of the Diploma with the student's Course Enrolment Confirmation Letter detailing the reductions in course fees applicable to students receiving this automatic credit.

Outstanding Fees

Students who have not returned their *Request for FEE-HELP Assistance* form or paid their fees by the due date will not be able to:

- a. continue their studies in the semester
- b. enrol in subjects for future semesters
- c. access their semester or subject results
- d. submit assessment for marking or undertake practical assessments
- e. access the Higher Education Learning Portal or AIPC Online Library, or
- f. access study support services.

This may result in academic penalty (receiving a mark of 'Fail' for subjects) to students because they have not completed the requisite assessment and coursework.

Fees for Additional Items

There are some items and services that students will need to pay additional charges for during their course of study:

1. Textbooks and Software: Most subjects of the Bachelor Programs require students to purchase compulsory textbooks, and sometimes software. Textbook requirements vary between subjects and there are price variations between textbooks and software. Students receive a Textbook List with their Confirmation of Semester Enrolment pack. Students are able to source textbooks and software from other suppliers if they choose. Students are encouraged to submit their online textbook order through the Booktopia www.coop.com.au/booktopia, or Zookal <https://www.zookal.com/textbooks> prior to commencing their studies for the semester.
2. Residential Schools: The courses include students attending compulsory Residential Schools. Students are required to meet personal expenses such as travel, accommodation and meals. Travel includes travel costs to and from the Residential School location (Brisbane, Melbourne, Sydney or Perth) where the Residential School is held and travel to and from the Institute's premises each day.
3. Postage and handling: Additional postage and handling fees will apply for study materials posted internationally. Postage will also apply for external students borrowing hard copy books from the Institute's library.

Please refer to http://www.aipc.net.au/dates_policies.php for current indicative costs in relation to the above.

Cancelling from your Course

Course Cancellation Policy

Students are able to withdraw from their course of study at any time. **All cancellations are to be put in writing and addressed to the Senior Student Support Officer** at support@aipc.net.au or Locked Bag 15, Fortitude Valley QLD 4006. The following Course Cancellation Policy applies:

Students are liable for the full cost of the subjects they have completed to date in their course of study with the Institute. Additionally, if the student cancels from the course after the Census Date in the semester, the student is also liable for the full cost of the subjects in which they are currently enrolled.

To discontinue their course, students will need to submit their request in writing and return all course materials including the Study Guides and Books of Readings for any currently enrolled subjects and any other items

bearing the name of the Institute before their cancellation is processed. Upon completion of the cancellation process, students will receive an updated academic transcript of the studies they have completed.

Subject Cancellation Policy

Students are able to withdraw from a subject/s on or before the Census Date for the semester without suffering any financial penalty. In the event of a student withdrawing from a subject on or before the census date for that subject, 100% of tuition fees paid up-front for that subject will be refunded to the student; and/or if the student has sought FEE-HELP assistance they will not incur a FEE-HELP debt for that subject. If a student withdraws from the subject/s after the Census Date, then the student is liable for the whole cost of the subject/s. Hence, students who have sought FEE-HELP will incur a FEE-HELP debt for that subject/s, and students who have paid the subject fee/s out of their own funds will not receive a refund. Students are able to withdraw from a subject without academic penalty before the end of the sixth week of the semester.

Special Consideration

In the event of discontinuing or deferring their studies, students are able to apply for special consideration for the cancellation, reduction or transfer of any outstanding fees via the avenues detailed in the *Re-crediting a Tuition Fee Balance Policy* and *Grievance Handling and Resolution Policy*. All applications are to be submitted in writing with genuine and valid reasons being provided. It is beneficial if students provide evidence supporting their reasons (for example, medical certificates or letters from doctors/specialists).

Repeating Subjects

Students are required to repeat a subject in the event of receiving a Fail mark for the subject. Students are liable for the full cost of the subject current at the time of re-enrolling in the subject. Eligible students are entitled to FEE-HELP assistance for repeated subjects provided that the repeated subject still contributes to the requirements of the course.

In the event of failing a subject twice, students are required to attend a review session (conducted either face to face or by phone) with their Lecturer in order to develop an Individual Learning Plan to assist their successful completion of the subject.

Maintaining Eligibility for FEE-HELP

New students commencing their course after 1 January 2018 and choosing to pay their tuition fees using FEE-HELP are required to maintain a minimum successful completion rate in subjects (units of study) in which they remain enrolled after the respective semester Census Date.

Under the *Education Legislation Amendment (Provider Integrity and Other Measures) Act 2017*, this is determined as:

- Having undertaken 8 or more subjects in the course of study, the student is required to have successfully completed (i.e., passed) at least 50% of the subjects (units of study) in which they remained enrolled after the semester Census Date.
- For students seeking to move between Institute higher education courses of study and completed 4 or more subjects (units of study) in a higher education course with the Institute, the student is to have successfully completed (i.e., passed) at least 50% of subjects (units of study) in which they remained enrolled after the semester Census Date.

Students seeking an exemption from the above eligibility requirements due to special circumstances, are able to have their situation considered under the *Grievance Handling and Resolution Policy*. Students are required to present information and documentation which evidence significant and special circumstances that a reasonable person would consider would directly impact the student's successful completion of the subject/subjects after the Census Date of the Semester in which the student was enrolled in the subject/subjects.

Student Review Procedures for Re-Crediting a Tuition Fee Balance

The Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust ("the Institute") will conduct this procedure in compliance with the *Higher Education Support Act 2003* and Higher Education Provider Guidelines.

For the purposes of this procedure a student is a person other than an international student¹ who is enrolled in a higher education course with the Institute. This policy applies to students funding their studies through FEE-HELP or paying their own fees.

The Institute will:

- set a census date for each unit of study (subject) that is no earlier than 20% of the way through the unit of study;
- ensure that all students are informed upon enrolment of the census date for each unit of study in the manner and by the date prescribed in the Higher Education Provider Guidelines;
- ensure that all students are informed of the review procedures for the re-crediting of a Tuition Fee balance.

Special Circumstances

If a student withdraws from a unit of study (ie, a subject or unit) after the census date for that unit of study, or has been unable to successfully complete a unit of study, and believes this was due to special circumstances then the student may apply to have their Tuition Fee for the subject/unit re-credited for the affected units of study.

The Institute will re-credit the student's Tuition Fee balance for the subject/unit if it is satisfied that special circumstances apply that:

- are beyond the student's control; and
- did not make their full impact on the student until on or after the census date for the unit(s) of study in question; and
- make it impracticable for the student to complete the requirements for the unit(s) of study in question.

The Institute will be satisfied that a student's circumstances are beyond the student's control if a situation occurs that a reasonable person would consider is not due to the person's action or inaction, either direct or indirect, and for which the student is not responsible. The situation must be unusual, uncommon or abnormal.

Each application will be examined and determined on its merits by considering a student's claim together with independent supporting documentation substantiating the claim.

Initial applications for the re-crediting of a student's Tuition Fee balance are to be made, in writing, to the Senior Student Support Officer and sent to:

Australian Institute of Professional Counsellors
Locked Bag 15
Fortitude Valley QLD 4006, or
support@aipc.net.au

The procedure for the re-crediting of a Tuition Fee balance is as follows:

- (a) When a student withdraws from a unit of study, the Institute shall confirm the withdrawal by giving notice to the student in writing stating the date at which the withdrawal has taken effect;
- (b) When a student fails to meet the requirements of a unit of study, the Institute shall confirm the failure by giving notice to the student in writing of the final result for that unit of study after results have been properly approved;
- (c) In the circumstance of withdrawing from a unit, the student must apply in writing to the Senior Student Support Officer within 12 months from the date specified in the notice as the day of withdrawal;
- (d) In the circumstance of not meeting the requirements of a unit of study, the student must apply in writing within 12 months after the period during which the student was enrolled in the unit;
- (e) The Institute may exercise its discretion to waive the 12 month timeframe if, in its opinion, it was not possible for the application to be made before the end of the 12 month period;
- (f) The Senior Student Support Officer will consider the application and will agree to such requests if they are satisfied that there were special circumstances in the student's case;
- (g) If the application is successful, the Institute will re-credit the student's FEE-HELP balance with an amount equal to the amounts of FEE-HELP assistance that the student has received

¹ As defined by the *Education Services for Overseas Students Act 2000*

- for the affected unit(s) of study and the student's FEE-HELP debt for those units of study will be removed; For students who have paid their tuition fee using their own funds, the total amount of the tuition fee will be refunded to the student;
- (h) The Senior Student Support Officer shall advise the student of the outcome of the application within 28 days stating the reasons for the decision;
 - (i) The Senior Student Support Officer shall also advise the student of their rights for a review of the decision if they are not satisfied with its outcome and that a request for such a review must be lodged within 28 days from the day of receipt of the decision or such longer period as the Senior Student Support Officer allows.

Review of a decision

If a student is not satisfied with the decision made by the Senior Student Support Officer in relation to re-crediting their Tuition Fee balance they may request a review of the decision. The review shall be carried out by the Review Officer, who is the Chief Executive Officer and is senior to the original decision maker.

Any such request is to be submitted to the Review Officer in writing and:

- (a) must be lodged within 28 days of receiving notice of the original decision, unless the Review Officer allows a longer period; and
- (b) must specify the reasons for making the request and include any supporting documentation; and
- (c) Sent to:
 - Australian Institute of Professional Counsellors
 - Locked Bag 15
 - Fortitude Valley QLD 4006, or
 - sandra@aipc.net.au

The Review Officer shall acknowledge receipt of an application for a review of the refusal to re-credit a Tuition Fee balance in writing and inform the applicant that if the Review Officer has not advised the applicant of a decision within 45 days of having received the application for review, the Review Officer is taken to have confirmed the original decision. This notice shall also advise the applicant that they have the right to apply to the Administrative Appeals Tribunal within 28 days for a review of that decision and will provide the contact details of the closest Administrative Appeals Tribunal Registry and the approximate costs of lodging an appeal.

The Review Officer shall:

- (a) seek all relevant information from the person who made the original decision;
- (b) review the case within 3 weeks and advise the student of the decision in writing giving the reasons for the reviewer's decision.

The Review Officer may:

- (a) confirm the decision;
- (b) vary the decision; or
- (c) set the decision aside and substitute a new decision;

The Review Officer will give written notice of the decision setting out the reasons for the decision. The applicant shall also be advised in the decision of the right to apply to the Administrative Appeals Tribunal within 28 days of receiving the written advice of a decision for a review of that decision and be provided with the contact details of the closest Administrative Appeals Tribunal Registry and the approximate costs of lodging an appeal as found at www.aat.gov.au

Where a student is unsatisfied with the reviewed decision they may apply to the Administrative Appeals Tribunal within 28 days for consideration of the Institute's decision to refuse to re-credit their Tuition Fee balance. The student may supply additional information to the Administrative Appeals Tribunal which they did not previously supply to the Institute either in the original application or the request for review.

The Secretary of the Department of Education, Skills and Employment (DESE) or the Secretary's delegate, will be the respondent for cases that are brought before the AAT. Upon the DESE's receipt of a notification from the AAT, the DESE will notify the Institute that an appeal has been lodged. Upon receipt of this notification from the DESE, the Review Officer will provide the DESE with copies of all the documents they hold that are relevant to the appeal within five (5) business days.

Selection of Students

Policy

The Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust (“the Institute”) upholds the principle that all students and applicants seeking to enrol are treated fairly and equitably. To ensure this the Institute has open, fair, clear and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students. Students will be selected on merit based on the published criteria. The Institute will ensure that throughout the process of selection and enrolment, applicants are treated courteously and expeditiously.

Enrolment and selection information is included in the Course Prospectus provided to prospective students prior to applying for enrolment and on the Institute’s website so students are aware of the process both before and during enrolment.

Relationship to the Higher Education Support Act 2003

In accordance with the *Higher Education Support Act 2003* the Institute will have open, fair and transparent procedures that are based on merit for making decisions about:

- a) the selection, from among persons who seek to enrol with the Institute in a unit of study who are, or would be, entitled to FEE-HELP assistance; and
- b) the treatment of students who are, or would be, entitled to FEE-HELP assistance undertaking a unit study.

The above undertakings do not prevent the Institute taking into account, in making decisions about the selection and treatment of students, educational disadvantages that a particular student has experienced.

The opportunities and benefits of Commonwealth assistance will be made equally available to all eligible students upon enrolment.

Procedure

There are two stages to the entry process into the Bachelor Programs. They are:

1. Submit a *Course Application Form* and necessary supporting documentation, Personal Competency Essay and Character Reference Letter.
2. Determination of application by the Program Leader.

Application for Course Enrolment and Entry Requirements

To enrol into the Bachelor Programs, applicants are required to submit their enrolment via the AIPC website www.aipc.net.au, along with any supporting documentation that is required for entry to the course.

Course Application Forms are to be received at least four weeks prior to the commencement of the course. This allows ample opportunity for assessment of the prospective student’s application and provision of the necessary materials for the student to commence their first semester of studies. Successful applicants will be advised at least two weeks prior to their first semester of study of the acceptance of their application.

Standard Admission Requirements:

Applicants are required to have either:

1. A Diploma level qualification (any field of study), **or**
2. Completed Year 12 with at least a sound achievement in English.

Applicants are to supply a certified copy of the qualification or high school certification with their *Course Application Form*.

For those applicants who do not meet the standard admission requirements above or who identify as Aboriginal and/or Torres Strait Islander peoples, the following special entry requirements will apply:

1. Completion of a year-long tertiary studies preparation program (eg TAFE Certificate IV in Adult Tertiary Preparation), **or**
2. Completion of at least 12 months of tertiary studies with a GPA of at least 4.0 (on a 7.0 point scale), **or**

3. Consideration of results from the Special Tertiary Admissions Test (STAT) – the prospective student must have achieved a STAT overall score of 160 or better, or 155 or better in the verbal sub score. (Please note that STAT results are not acceptable for current Year 12 students).

Certified copies of Completion Certificates, Academic Transcripts and STAT results are to be supplied by the applicant with their *Course Application Form*. Please note that if applicants are seeking entry through partial completion of other tertiary studies, they are eligible for entry if their GPA is equal to or higher than 4.0 (on a 7.0 point scale). Applicants being considered on the basis of the STAT results will be eligible for admission if their STAT overall score is 160 or better, or 155 or better in the verbal sub score.

All applicants seeking entry via special admission procedures are encouraged to also supply any of the following additional documents in support of their application:

- CV or resume
- Letters confirming employment positions, responsibilities and accountabilities including durations from employers/workplace supervisors
- For applicants identifying as Aboriginal and/or Torres Strait Islander peoples, letter confirming Aboriginal and/or Torres Strait Islander status under the common seal of an incorporated community organisation.
- Details of any training or development courses completed
- Proof of membership or affiliation with professional organisations, associations or community engagement.
- Referee reports (personal or professional) outlining the applicant's ability to adequately manage the demands of tertiary study

All *Course Application Forms* are to be accompanied by a Personal Competency Essay addressing why the applicant is interested in studying the course, what they are expecting with tertiary study, and what they are aiming to achieve once qualified. Essays are to be 600 words in length and can be typed or handwritten neatly.

Upon receipt, the Senior Student Support Officer will screen the application for its completion and correctness. Applications that do not contain all necessary supporting documentation, including the essay, will not be processed until all documentation is supplied.

All information about the applicant (application information, Personal Competency Essay, Referee Letter) is then passed to the Program Leader who is the approving authority for an applicant's entry to the course. The application and selection process will enable applicants to be rated on the following:

1. Satisfying minimum educational level for entry to the course,
2. An indication of the applicant's writing skills,
3. Good character of the applicant.

The application is rated by the Program Leader who then determines if the applicant will be offered a place in the course.

In the event that student numbers have been exceeded for the course, the applications of those applicants who have met all selection criteria but not been offered a place will be held on file for consideration at the next intake. Applicants in this situation will be advised in writing of this outcome.

Once accepted, the new student will be advised in writing of their offer of a place in the course. This written notification will be sent with a *Course Enrolment Pack*.

Statement of Tuition Assurance

Under the provisions of the *Higher Education Support Act 2003* (HESA) and the associated Higher Education Provider Guidelines the Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust ("the Institute") is required to provide a tuition assurance arrangement for persons, other than international students^[1], who are enrolled in higher education courses it offers. This requirement is to protect students in the event that the Institute ceases to provide a course of study in which a student is enrolled.

^[1] As defined by the Education Services for Overseas Students Act 2000

The meaning of 'ceasing to provide a course of study' is set out in the HEP Guidelines which can be found at: <https://www.legislation.gov.au/Details/F2012L02136>.

In the event that the Institute ceases to provide a course of study in which a student is enrolled the student is entitled to a choice of:

- a) an offer of a place in a similar course of study with a Second Provider without any requirement to pay the Second Provider any student contribution or tuition fee for any replacement units. This is known as the “**Course Assurance Option**”;

or

- b) a refund of his or her up-front payments for any unit of study that the student commences but does not complete because the Institute ceases to provide the course of study of which the unit forms part. This is known as the “**Student Contribution / Tuition Fee Repayment Option**”.

The Institute has met the tuition assurance requirements of the HESA through the Australian Government's Tuition Protection Service (TPS) for students utilising FEE-HELP to pay their tuition fees, and the provision of a Bank Guarantee for students paying their own tuition fees.

Activation of Tuition Assurance Arrangements

If the Institute ceases to provide a higher education course of study, each student enrolled in the course of study will be sent a Written Tuition Assurance Offer (“the Offer”) advising the student of the options available under the tuition assurance requirements. The Offer will include directions that the student must follow in order to notify of the choice they have made for each affected unit. This Offer is provided within twenty business days after notification by the Institute to the TPS.

A student may choose either:

The Course Assurance Option

Under the course assurance option, a student will be offered a place in a similar course of study. If the student accepts this option the necessary arrangements are made to ensure a student is able to enrol with the Second Provider in a similar course of study. This offered course will lead to the same or a comparable qualification without any requirement on the part of the student to pay the Second Provider any student contribution or tuition fee for any replacement units (that is, units that the student had commenced but not completed because the course ceased to be offered). A student will receive full credit from the Second Provider for any units of study successfully completed at the Institute.

The Second Provider nominated may have different contribution amounts or tuition fees to the amounts or fees the student would have paid for units of study which were part of the course of study that the Institute ceased to provide.

A student is not obliged to enrol in a course of study with a Second Provider under the Course Assurance Option. However, if they enrol with any other provider there is no obligation on that provider to offer full credit transfer for the units of study completed with the Institute or to offer any replacement units free of charge.

OR

The Student Contribution/Tuition Fee Repayment Option

Under the *Student Contribution/Tuition Fee Repayment Option*, the TPS or the Institute (through the Bank Guarantee) undertakes to refund the student's HELP debt, or pay the student the total of any up-front payments already paid by the student, for any units of study that the student has commenced but not completed because the Institute has ceased to provide the course of study.

Students selecting this option who have applied for FEE-HELP assistance will have their FEE-HELP balance re-credited for uncompleted units.

Applying for Recognition of Prior Learning

Students are able to apply for Recognition of Prior Learning (RPL) or Credit Transfer to receive credit for one or more subjects** of their Bachelor course (up to a maximum of 8 subjects). This enhances student progression through the course and provides recognition for students entering the course with relevant prior

studies and work experience. Students granted RPL or credit are not disadvantaged in achieving the expected learning outcomes of the course, and the integrity of the qualification must be maintained.

The Institute's approach to granting of credit in recognition of prior learning complies with the best practice principles outlined in the *AQF Qualifications Pathways Policy* (Australian Qualifications Framework Handbook, January 2013) and ensures pathways are available into and between qualifications. Applications for Recognition of Prior Learning (RPL) or Credit Transfer are:

- Assessed according to evidence-base and in a clear, equitable, accessible and transparent manner.
- Applied consistently and fairly with decisions subject to appeal and review.
- Recognise prior learning where it is relevant and current.
- Decided in a timely manner with decisions being academically defensible, taking into account the learning outcomes, and the student's chance of success in the course.
- Formally documented for students with reasons provided for not granting credit.

In assessing applications for Recognition of Prior Learning (RPL) and Credit Transfer:

- Entry requirements for the course are still required to be met, and an offer of credit does not guarantee admission to a specific course.
- Applications for Recognition of Prior Learning are determined by the Program Leader in accord with the framework of this policy.
- Regardless of the credit granted, the requirements of the course must be fulfilled and cannot be automatically transferred to another course.
- Decisions made on Recognition of Prior Learning are reviewed by the Chief Executive Officer.

The onus is on the applicant to provide appropriate evidence to demonstrate the relevant skills, knowledge and understanding in subjects where credit is being sought.

Recognition of Prior Learning (RPL)

RPL recognises that students, due to relevant life and work experiences, may already possess the requisite skills and knowledge for subject/s in the Bachelor course. Students who have been working within a counselling or human services environment for a number of years are able to apply for recognition of this prior learning or experience. Exemption can be applied for one or more course subjects** (up to a maximum of 8 subjects). *For human services students only (HUS203 Human Services Field Placement I & HUS305 Human Services Field Placement I); Students may seek recognition of prior learning (RPL) for earlier or current work experience in relationship to **one** field placement only.*

Assessing credit from prior experience takes into account the authenticity, currency, quality, relevance, transferability and comparability of the experience to the requirements of the subject for which credit is being applied.

Credit Transfer

Credit Transfer refers to obtaining credit towards another course on the basis of having completed previous study of an equivalent subject or unit. Students who have completed similar units to those included in the respective Bachelor program are welcome to apply for Credit Transfer. Students who have completed or partially completed another counselling or human services course are particularly encouraged to apply for Credit Transfer.

Credit will not normally be granted for formal study completed more than 10 years prior to application unless there is evidence of continued relevance of this study for the course towards which credit is sought. Credit is granted where there is substantial overlap with the content and/or learning outcomes of the subject for which credit is being applied.

When assessing credit based on prior study, consideration is given to the objectives of the course, methods of delivery and assessment, admission requirements, course durations, the breadth and depth of the course material, practical training requirements, and experience requirements.

**Students can only obtain credit for a total maximum of 8 subjects inclusive of whether this credit has been obtained via RPL or credit transfer.

Bachelor of Counselling

Students Articulating from the Diploma of Counselling/Diploma of Professional Counselling

Students progressing into the Bachelor of Counselling from the Institute's Diploma of Counselling/Diploma of Professional Counselling (Curriculum Codes: AIP CND, DPCA, DPCB, DPCC, DPCD, CDA, CDB) will automatically receive credit for the following subjects:

COU101	Introduction to Counselling
COU102	Theoretical Foundations of Counselling
COU103	The Counselling Process
COU104	Micro Counselling Skills
COU202	Counselling and Diversity
COU203	Counselling Therapies I

The student's record will be automatically updated and a confirmation letter sent to the student. Students are not required to formally apply through the RPL process.

Bachelor of Human Services

Students Articulating from the Diploma of Counselling/Diploma of Professional Counselling

Students progressing into the Bachelor of Human Services from the following Institute's Diploma Programs will automatically receive credit for the below subjects:

Diploma of Counselling/Diploma of Professional Counselling (Curriculum Codes: AIP CND, DPCA, DPCB, DPCC, DPCD, CDA, CDB) will automatically receive credit for the following subjects:

HUS102	Case Management in Human Services
COU104	Micro Counselling Skills

Diploma of Community Services (Case Management) (Curriculum Code: CMB) will automatically receive credit for the following subjects:

CORE102	Communication Skills
HUS101	Introduction to Human Services
HUS102	Case Management in Human Services
CORE103	Group Work

Diploma of Youth Work (Curriculum Code: YWA) will automatically receive credit for the following subjects:

CORE102	Communication Skills
HUS102	Case Management in Human Services
CORE103	Group Work
COU303	Working with Children and Adolescents

Diploma of Financial Counselling (Curriculum Code: DFCA) will automatically receive credit for the following subjects:

COU104	Micro Counselling Skills
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Applying for RPL or Credit Transfer

Students are able to apply for RPL or Credit Transfer by sending in the RPL/Credit Transfer Application Form and all necessary supporting documentation as detailed on the Application Form to:

RPL/Credit Transfer Applications
AIPC
Locked Bag 15, Fortitude Valley QLD 4006

Or by email to: support@aipc.net.au

Students can apply for credit transfer at any time after acceptance into their Bachelor course and prior to enrolling into the subject/s for which credit is sought.

The RPL/Credit Transfer Application Form can be obtained by calling AIPC on 1800 657 667 or emailing support@aipc.net.au.

Submitting your Application

Simply complete the Application Form and collate your supporting documentation and send to the address above. Your application will be assessed by the Course Coordinator within two weeks of receipt and you will be notified in writing of the outcome of the application. Reasoning is provided where credit is not granted.

The student's Academic Transcript received at the end of the semester will show the credit that has been awarded to date during your studies.

The following documentation will need to be submitted:

1. For applications based on previous study, a certified copy of the student's Academic Transcript will need to be submitted along with subject/unit documentation that includes the aims and objectives of the subject/unit, syllabus outline, contact hours, texts and assessment information.
2. For applications based on previous experience, letters of support from current/previous employers will need to be included. Letters should include duties performed, length of tenure, position and contact details of the writer.

Applications that do not include all supporting documentation will be returned for resubmission. Supplied documentation that is photocopied will need to be certified as a copy of the original by an acceptable certifier (Justice of the Peace, Commissioner of Declaration).

How much does applying for credit cost?

There is no fee for applying for RPL or credit. Students are not required to pay the subject fee for each subject in which credit is granted.

Appeals of Decisions

Students are able to appeal decisions made on the granting of credit. The grounds for appeal are that the decision is inconsistent with this policy. Please refer to the 'Appeals against an assessment result' section of the *Grievance Handling and Resolution Policy and Procedure*. After appeal, students who remain dissatisfied with the outcome of their appeal against a decision regarding the award of credit may refer to the Grievance Handling and Resolution Policy and Procedure.

Articulation Arrangements with Other Providers

Prospective students with Diploma-level qualifications from any Registered Training Organisation or Higher Education Provider satisfy the educational entry requirements for entry into the Institute's Bachelor of Counselling.

Bachelor of Counselling

Prospective students with the Diploma of Counselling qualification (CHC51708, CHC51712 or CHC51015) issued by a Registered Training Organisation will satisfy the educational entry requirements for entry into the Institute's Bachelor of Counselling and will receive credit for the following subjects:

COU101	Introduction to Counselling
COU102	Theoretical Foundations of Counselling
COU103	The Counselling Process
COU104	Micro Counselling Skills
COU202	Counselling and Diversity
COU203	Counselling Therapies I

Graduates of the Institute's Bachelor of Counselling satisfy the educational entry requirements for entry into the following graduate programs:

Australian Institute of Professional Counsellors

Master of Counselling

Graduate Diploma of Relationship Counselling

Students Articulating from AIPC's Previous Diploma of Professional Counselling

Student progressing into the Bachelor of Counselling from the Diploma of Professional Counselling (AIPCN to DPCC curricula) will automatically receive credit for the following subjects:

COU101	Introduction to Counselling
COU102	Theoretical Foundations of Counselling
COU103	The Counselling Process
COU104	Micro Counselling Skills
COU202	Counselling and Diversity
COU203	Counselling Therapies I

Bachelor of Human Services

Prospective students with the qualifications listed below, issued by a Registered Training Organisation, will satisfy the educational entry requirements for entry into the Institute's Bachelor of Human Services and will receive credit for the following subjects:

Diploma of Counselling (CHC51708, CHC51712 or CHC51015)

HUS102	Case Management in Human Services
COU104	Micro Counselling Skills

Diploma of Professional Counselling (30073QLD or 30506QLD)

HUS102	Case Management in Human Services
COU104	Micro Counselling Skills

Diploma of Community Services (Case Management) (CHC52008 or CHC52015)

CORE102	Communication Skills
HUS101	Introduction to Human Services
HUS102	Case Management in Human Services
CORE103	Group Work

Diploma of Youth Work (CHC50413)

CORE102	Communication Skills
HUS102	Case Management in Human Services
CORE103	Group Work
COU303	Working with Children and Adolescents

Diploma of Financial Counselling (CHC51115)

COU104	Micro Counselling Skills
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Graduates of the Institute's Bachelor of Human Services satisfy the educational entry requirements for entry into the following graduate programs:

Australian Institute of Professional Counsellors

Master of Counselling
Graduate Diploma of Relationship Counselling

Deferring your Studies

Students are able to apply for a deferral of their studies for a maximum number of 2 consecutive semesters for each period of deferral requested throughout the duration of their course. Students are expected to progress through their course once they have gained entry into the Bachelor of Counselling or Bachelor of Human Services. If deferral has not been formally applied for by the student and subsequently approved by the Institute, then students are expected to be enrolled for the semester.

Applications for deferral should be submitted prior to enrolling for the semester. Requests for deferral received during the semester will be treated as withdrawals from the semester and processed in accordance with the appropriate Cancellation Policy.

Students are to submit their request to defer their studies in writing, with suitable reasoning, to the Senior Student Support Officer, AIPC, Locked Bag 15, Fortitude Valley QLD 4006 or emailed to support@aipc.net.au.

The Senior Student Support Officer will confirm the outcome of the request in writing within 28 days of receipt. Any decisions will take into account the timeframe remaining for students to complete their studies within the 10 year timeframe. A copy of the letter is kept on the student's record.

Student Conduct Policy

The Australian Institute of Professional Counsellors is a professional educational institute. AIPC staff are required to provide a high level of educational and administrative service to all enquirers and students.

To maintain the integrity of this service, students also have obligations, including:

- Treating all AIPC staff and other students with respect and courtesy at all times including during telephone conversations, at Residential Schools, in AIPC offices and training rooms, and in web or email communication.
- Complying with all reasonable instructions and requests made by AIPC staff, including at Residential School. This incorporates participating willingly and positively in all lessons, role plays, activities, discussions and assessments.
- Abiding by all Institute Policies as detailed on the Institute website (www.aipc.net.au) and in the Student Handbook.
- Conducting themselves in a polite and professional manner at all times in language and behaviour. This includes not disrupting teaching, assessment and learning processes.
- Being punctual in attendance at training and assessment functions (Residential Schools, classes, tutorials, appointments or examinations), and attending such dressed in appropriate clothing of modest cut.
- Conducting themselves in a safe manner at all times.
- Using Institute furniture, equipment, computers and electronic devices responsibly.
- Not discriminating against, intimidating, or harassing AIPC staff or other students.

Students who are found to be in breach of any of the above obligations, or who have engaged in any other action deemed inappropriate by Institute management, will be advised in writing of the breach and of the expected level of conduct in all future communications and dealings with the Institute.

If, at the time of the breach, the student is in attendance at a tutorial, Residential School or examination, or any Institute service, the student may, after a verbal warning, be asked to leave the premises at the discretion of the Lecturer, Senior Student Support Officer, Program Leader or other Institute representative.

All incidents of misconduct are reported to the Program Leader, who is responsible for investigating the situation, informing the Institute's CEO of the matter, and responding to the student.

In cases of serious misconduct or repeated breaches of this Student Conduct Policy, the student's course enrolment may be discontinued. If at any time, the student is not satisfied with the Institute's approach or decision regarding the student's conduct, a written complaint can be lodged as per the Institute's Grievance Handling and Resolution Policy.

Privacy and Personal Information Policy

Overview

In the course of its business, the Australian Institute of Professional Counsellors Pty Ltd ATF AIPC Trust T/As Australian Institute of Professional Counsellors ("the Institute") may collect information from students or persons seeking to enrol with the Institute, either electronically or in hard copy format, including information that personally identifies individual users. The Institute may also record various communications between individuals and the Institute.

In collecting personal information the Institute will comply with the requirements of the Australian Privacy Principles (APPs) set out in the *Privacy Act 1988 (Cth)* as amended by the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

Collection and use of personal information

The Institute will only collect personal information from individuals by fair and lawful means which is necessary for the functions of the Institute. The Institute will only collect sensitive information with the consent of the individual and if that information is reasonably necessary for the functions of the Institute and delivery of the service to students.

The information requested from individuals by the Institute will only be used to provide you with the educational service you require to successfully complete your course; obtain feedback from you about the course, service and facilities we have provided; advise you of upcoming seminars, tutorials and relevant events; administer and manage your course, including billing and collecting debts; further develop and improve our business and educational systems; inform you about new products and services that we may introduce from time to time; assess an individual's entitlement to FEE HELP assistance and to allocate a Commonwealth Higher Education Student Support Number (CHESSN) and/or a Unique Student Identifier (USI); and to report to government agencies as required by law, including for the purpose of administering tuition protection. If an individual chooses not to give the Institute certain information then the Institute may be unable to enrol that person in a course or supply them with appropriate information or services, including tuition protection options.

The type of personal information that may be collected includes:

- Name, date of birth, contact details and identifiers (eg, Unique Student Identifier)
- Demographic information
- Study arrangements and details including enrolments, course progress, and outcomes/grades, and
- Payment arrangements, including payment methods and details, tuition fees paid and payable, and payments by third parties.

Your personal information will be held by the Institute for a period up to 30 years.

Disclosure of personal information

For the purposes set out above, we may disclose your personal information to the following organisations:

- Service providers who assist with managing the services we provide to you including information technology, educational services, marketing and debt recovery.
- Licensees that provide educational services and qualifications under the Australian Institute of Professional Counsellors Pty Ltd banner.
- Government and regulatory authorities, as required under legislation, and/or during audit of the service we provide to you or information reporting requirements.
- Centrelink for those students whom are studying either full or part time under the Austudy/Abstudy scheme.
- Organisations involved in the transfer/sale of all or part of our assets or business.
- The Higher Education Tuition Protection Director in the event the Institute defaults, or is at risk of defaulting, under the TEQSA Act.
- The Australian Government Actuary and other Higher Education Providers, if necessary, under the provision of tuition protection services.

Personal information about students studying with the Institute may be shared with the Australian Government and designated authorities, including the Australian Skills Quality Authority (ASQA), the Tertiary Education Quality and Standards Agency (TEQSA), and the Commonwealth Department with responsibility for administering the *Higher Education Support Act 2003* and tuition protection services. The Department's Privacy Policy is available at: <https://www.dese.gov.au/privacy> and should be read in conjunction with this Privacy and Personal Information Policy.

The Institute will not disclose an individual's personal information to another person or organisation unless:

- a) the individual concerned is reasonably likely to have been aware, or made aware that information of that kind is usually passed to that person or organisation;
- b) the individual concerned has given written consent to the disclosure;
- c) the Institute believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;
- d) the disclosure is required or authorised by or under law; or

- e) the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, the Institute shall include in the record containing that information a note of the disclosure.

Any person or organisation that collects information on behalf of the Institute or to whom personal information is disclosed as described in this procedure will be required to not use or disclose the information for a purpose other than the purpose for which the information was collected by them or supplied to them.

Security and integrity of personal information

The Institute is committed to ensuring the confidentiality, security and integrity of the personal information it collects, uses and discloses.

The Institute will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which it was collected, is accurate, up to date and complete.

The Institute will store securely all records containing personal information and take all reasonable security measures to protect personal information it holds from misuse, interference, loss, unauthorised access, modification or disclosure.

Where the Institute has no further use for personal information for any purpose disclosed by the Institute, or is no longer required to maintain that personal information, all reasonable steps will be taken to destroy or de-identify the information.

Right to access and correct records

Individuals have the right to access or obtain a copy of the personal information that the Institute holds about them. Requests to access or obtain a copy of personal information must be made in writing. There is no charge for an individual to access personal information that the Institute holds about them; however the Institute may charge a fee to make a copy. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request. Where it is reasonable to do so, access to the information will be provided in the manner requested by the individual.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made as soon as practical. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record. There is no charge for making a request to correct personal information.

Written requests for access to, to obtain a copy of, or correct personal information held by the Institute should be sent to:

Chief Executive Officer
AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006, or

Emailed to: sandra@aipc.net.au

Complaints about an alleged breach of the APPs

Where an individual believes that the Institute has breached a Privacy Principle in relation to that individual they may lodge a complaint using the Institute's grievance handling procedures which enables students and prospective students to lodge grievances of a non-academic nature, including grievances about handling of personal information and access to personal records.

Publication

These *Privacy and Personal Information Procedures* will be made available to students and persons seeking to enrol with the Institute by publication on the Institute's website: <http://www.aipc.net.au/>. Alternatively, a copy of this policy may be requested by contacting the Institute using the contact details provided above.

In order to ensure that students have given their informed consent for their personal information to be disclosed to certain third parties as outlined in this procedure, the Institute will advise students on enrolment about these procedures and where they are located.

Student Wellbeing and Safety Policy

The Institute recognises the right of all students and staff to experience a learning environment where equality of opportunity, inclusion and diversity are valued, promoted and practised.

The Institute has zero tolerance for sexual assault, harassment (including sexual harassment), bullying and discrimination and expects that students, regardless of background or intrinsic characteristics, are able to participate fully in Institute activities and will feel that their contribution is welcomed, valued and supported.

In accordance with the Student Conduct Policy, all students are expected to observe reasonable standards of behaviour with respect to all Institute activities and property, thereby refraining from harassment (including sexual harassment), discrimination, bullying and other forms of intimidating or unlawful behaviour including sexual assault, against other students and staff.

The Institute is committed to providing additional and personal support services and referrals for students affected by these behaviours in accordance with Additional and Personal Support Services for Students Policy.

If an individual is in immediate danger or requires urgent medical attention, emergency services will be contacted on 000 (112 from mobile phones).

Description

This policy applies to the conduct of all students enrolled at the Institute (undergraduate and postgraduate) when engaged in Institute related activities on campus, in transit to/from campus, off campus and online.

All staff have a responsibility to behave professionally and with respect for others in accordance with the Code of Conduct and relevant legislation.

Definitions

Sexual Assault

Sexual assault is any unwanted or forced sexual act or behaviour that occurs without consent. Sexual assault occurs when a person indecently assaults another person or procures another person, without their consent, to commit a sexual act (Section 352 of the Queensland Criminal Code Act 1899).

Consent must be freely and voluntarily given by a person with the cognitive capacity to do so.

Consent is not freely and voluntarily given if a person is:

- forced to engage in the sexual act;
- unconscious or asleep
- under the influence of drugs or alcohol
- threatened or intimidated
- in fear of bodily harm, or
- under a mistaken belief that the person was their sexual partner.

Sexual assault is	Sexual assault is not
<ul style="list-style-type: none"> • sexual intercourse without consent; • oral sex without consent; • anal sex without consent; 	<ul style="list-style-type: none"> • a consensual sexual act or behaviour.

<ul style="list-style-type: none"> groping and inappropriate touching of a sexual nature without consent. 	
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Harassment

Harassment is repeated behaviour that is directed at an individual or group of students or staff and is offensive, humiliating, intimidating or threatening. The behaviour is often unwelcome and makes it difficult for effective work or study to be conducted.

Harassment occurs in circumstances where a reasonable person would have expected that the behaviour was going to be offensive, humiliating or intimidating and may be sexual in nature or based on gender, race, disability, sexual orientation or a range of other factors listed in the Queensland Anti-Discrimination Act (1991).

Harassment is	Harassment is not
<ul style="list-style-type: none"> sending offensive emails or text messages; continually displaying offensive or pornographic signs, posters or screen savers; telling insulting jokes about particular racial groups; making derogatory comments or taunts about a person or group of people; sabotaging a person’s study or work; abusing someone verbally in relation to an attribute such as calling someone a name that mocks them; asking repeated intrusive questions about someone’s personal life. 	<ul style="list-style-type: none"> except in the case of sexual harassment, a single or isolated conflict or remark; gestures or remarks that arise from a relationship of mutual consent such as giving a friend a hug or compliment.

Sexual Harassment

Sexual Harassment is defined as ‘Any form of unwelcome sexual attention that is offensive, humiliating or intimidating’. It may be unwelcome touching or other physical contact, remarks with sexual connotations, smutty jokes, requests for sexual favours, leering or the display of offensive material. The behaviour does not have to be repeated for it to constitute sexual harassment.

Sexual harassment is unlawful under the Queensland Anti-Discrimination Act (1991) and the Sex Discrimination Act 1984 (Cth).

There are three essential elements in the Legal Test for Sexual Harassment. They are -

- a. The behaviour must be unwelcome
- b. It must be of a sexual nature
- c. It must be reasonable in the circumstances that the person, who was harassed, felt offended, humiliated or intimidated.

Note though, that sexual interaction or flirtation, which is based on mutual attraction or friendship, is not sexual harassment, because it is not unwelcome. If the behaviour is invited and reciprocated, it will not be unlawful.

Sexual Harassment is prohibited regardless of the gender of the parties, so a person can complain if they are harassed by someone of the same sex.

Sexual harassment is	Sexual harassment is not
One-off or repeated incidences of:	<ul style="list-style-type: none"> sexual contact that has been engaged in with consent of the recipient, when the

<ul style="list-style-type: none"> • unwanted physical contact such as patting, pinching or touching in a sexual way; • unnecessary familiarity such as deliberately brushing against a person; • sexual propositions; • unwelcome and uncalled for remarks or insinuations about a person's sex or private life; • suggestive comments about a person's appearance or body; • offensive telephone calls, texts, emails or social media posts of a sexual nature; • subjecting a person to sexually offensive screen savers or images in electronic or other form. 	<p>consent has not been obtained through fear, intimation, threats or force or where there is a power imbalance in the relationship;</p> <ul style="list-style-type: none"> • flirting that is invited and not unwelcome; • attraction or friendship that is invited and not unwelcome; • conduct of a non-sexual nature such as unreasonably requesting a person to do a favour that is not sexual in nature (which may be considered harassment or bullying).
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Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying within a workplace is where an individual or group of individuals repeatedly behaves unreasonably towards a worker or a group of workers at work and the behaviour creates a risk to health and safety (Fair Work Act 2009).

Except in the case of sexual harassment, a single incident of unreasonable or harassing behaviour does not, of itself, constitute bullying.

Bullying is	Bullying is not
<ul style="list-style-type: none"> • abuse including threats, insults, gestures or offensive language which may be verbal or in written form such as via text, email or through social media (cyberbullying); • repeated unreasonable criticism of another student's work; • repeatedly and deliberately excluding someone from a group; • behaviour intended to frighten, intimidate or degrade a person; • deliberately supplying incorrect information or withholding information from a person; • spreading misinformation about someone; • inappropriate comments about a person's appearance; • physical abuse; or • teasing or pranking a person repeatedly that causes discomfort. 	<ul style="list-style-type: none"> • a one off offensive comment about a person that is never repeated and is not of a sexual nature; • having an argument, conflict or disagreement with another student (where there is no power imbalance); • constructively critiquing another student's work; • having a difference of opinion and expressing it to others in an appropriate way; or • not liking someone or being rejected socially by an individual or group of students.

Discrimination

Discrimination occurs when a person is treated less favourably than another person because of an attribute (direct discrimination), or when a requirement that is the same for everyone has an unfair effect on some people because of an attribute (indirect discrimination).

Discrimination is any distinction, exclusion or preference made on the basis of race, colour, age, medical or criminal record, sex, religion, marital status, sexual preference, impairment, mental or physical disability, political opinion, national extraction or social origin that has the effect of nullifying or impairing equality of opportunity or treatment.

Discrimination is	Discrimination is not
<ul style="list-style-type: none">• subjecting a person to humiliating initiation ceremonies to be accepted into a group, where an attribute made them a target for the initiation;• spreading gossip or rumours about a person based on an attribute;	<ul style="list-style-type: none">• making a complaint about another student on the basis of their contributions to a group assessment task;• behaviour that may be considered bullying but is not directed to a person because of an attribute;
<ul style="list-style-type: none">• refusing to work as a group with a person because of an attribute (for example, because a student was older, a particular Nationality or sexual orientation or had family responsibilities;• deliberately excluding a person from a study group because of a perception they may be slower than other students due to an attribute such as age, impairment or sex;• telling jokes about racial groups;• posting to social media ridiculing a person on the basis of an attribute such as gender identity, sexual orientation or race.	<ul style="list-style-type: none">• providing peer review feedback that is critical of the quality of another student's work;• having a one-off conflict with a person of a different race when the conflict is not due to that person's race;• adjusting to accommodate another student such as changing a meeting day or location to accommodate a student with a religious commitment, family responsibility or disability requiring a change of location.

Prevention

The Institute aims to eliminate all forms of sexual assault, harassment, sexual harassment, bullying and discrimination and commits to providing a safe, equitable, inclusive environment for students to participate in Institute activities.

The Institute commits to the promotion of core values to prevent sexual assault, harassment, sexual harassment, bullying and discrimination by students by providing a zero-tolerance message regarding such behaviours and communicating with students about expectations around respectful student behaviour.

The Institute will clearly communicate options for reporting incidents of sexual assault, harassment, sexual harassment, bullying and discrimination, and how to seek support through this Student Handbook and the Grievance Handling and Resolution Policy.

The Institute will inform all staff of their responsibilities under this policy, and raise awareness to prevent these behaviours and promote a safe, equitable and inclusive learning environment.

Reporting and Disclosing Incidents

The Institute encourages individuals to report incidents of sexual assault, harassment, sexual harassment, bullying and discrimination. The incident may be reported by the victim, bystander or another person (with consent). A complaint may be reported in accordance with this policy at any time following an incident, regardless of whether or not the incident has been reported to police.

The Institute will support individuals who have been affected by sexual assault, sexual harassment, harassment, bullying and discrimination to manage their response on their own terms and when they feel safe and confident to do so. There are occasions however where limits to confidentiality should be observed, specifically in instances of child sexual abuse/assault or where there is a continued/immediate threat to the safety of the individual or others.

An individual who has been the subject of sexual assault, harassment, sexual harassment, bullying or discrimination may wish to disclose to a fellow student or staff member of their choice. The health, safety and wellbeing of the person disclosing is of the utmost priority. To be effective in their response, staff and students can follow these basic principles:

1. Ensure privacy
2. Listen, show empathy and respect
3. Refer and recommend specialised support
4. Acknowledge that the survivor may or may not wish to report the incident formally.
5. Look after yourself

The manner in which a person responds to a disclosure of sexual assault, harassment, sexual harassment, bullying or discrimination can have a significant impact on the individual's ability to seek further assistance and recover from any trauma. Students and staff are encouraged to refer the matter to the Program Leader or obtain information from the Liaison Officer (Hayley Wood, hayley@aipc.net.au) if they are approached by an individual with a matter that they do not feel equipped to deal with.

The Institute does not tolerate victimisation and will take reasonable steps to ensure that all individuals involved are not victimised.

Self Help

An individual may review their options and choose to attempt to resolve an incident without formally reporting or disclosing their concern.

When an individual feels confident and safe to do so, they may choose to contact the alleged perpetrator (either orally or in writing) and communicate to them that the behaviour is unwelcome and request it cease.

If an individual engages in self-help and the alleged perpetrator continues the offending behaviour, they may seek to move to informal disclosure or lodge a formal complaint.

Self-help is not an option for incidents relating to violence or sexual violence.

Informal Disclosure

If an individual does not wish to engage in self-help, or self-help has been insufficient in dealing with the issue, they may wish to disclose the incident to the Institute without taking action against the alleged perpetrator.

Informal disclosures are to inform the Institute of risks and events and will not result in an investigation or referral of an alleged perpetrator.

The individual may choose to provide a verbal account of the incident to a staff member or fellow student in order to gain information about their support and reporting options. An individual may choose to have an informal disclosure recorded by reporting their concerns via email to the Program Leader, providing relevant details about the incident.

In the first instance, the Program Leader will notify the Liaison Officer (Hayley Wood, hayley@aipc.net.au) of the incident. The Liaison Officer contacts the student to discuss the incident, and provides appropriate support and referral to external agencies if/as needed. The Institute's response to the informal disclosure will be guided by the wishes of the complainant.

The Program Leader will keep a record of any informal disclosures should a complainant choose to raise a formal complaint in the future, where the alleged perpetrator remains a student of the Institute.

Formal Complaint

At any time, an individual may lodge a formal complaint of the incident to the Program Leader and/or the Liaison Officer (Hayley Wood, hayley@aipc.net.au).

In the first instance, the Liaison Officer discusses the incident with the student and provides appropriate support and referral to external agencies if/as needed. The Liaison Officer follows up with the student on an ongoing basis to ensure they are receiving appropriate care and support.

Addressing a Complaint

Upon receipt of a complaint, the Program Leader and Liaison Officer discuss and decide a way forward to investigate the complaint.

Receipt of complaints, information ascertained during investigation, and options to address the matter are then discussed with the CEO. Resulting actions are addressed under the relevant student or staff conduct policies.

Appropriate records are kept by the Liaison Officer regarding each incident reported and its outcome.

Grievance Handling and Resolution Policy and Procedure

The Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust (“the Institute”) is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible.

The Institute aims to:

- Develop a culture that views grievances as an opportunity to improve the organisation and how it works;
- Set in place a grievance handling system that is client focussed and helps the Institute to prevent grievances from recurring;
- Ensure that any grievances are resolved promptly, objectively and with sensitivity and in complete confidentiality;
- Ensure that the views of each complainant and respondent are respected and that any party to a grievance is not discriminated against nor victimised;
- Ensure that there is a consistent response to grievances.

A grievance can be defined as a person’s expression of dissatisfaction with any aspect of the Institute’s services and activities.

A grievance may be an expression of dissatisfaction with:

- The enrolment, induction/orientation process;
- The quality of education provided;
- Academic matters including student progress, assessment, curriculum and awards in a course of study;
- Handling of personal information and access to personal records;
- The way someone has been treated.

This *Grievance Handling and Resolution Policy and Procedure* is designed to ensure that the Institute responds effectively to individual cases of dissatisfaction. All grievances are responded to respectfully and confidentially. At any time during the process, the student is able to seek independent professional advice and/or have another person or third party communicate or advocate on their behalf. Permission from the student that another person or third party is communicating or acting on their behalf is required in writing (signed letter posted, emailed or faxed).

Policy coverage

In relation to non-academic grievances, the term "complainant" applies to both current students of the Institute and persons seeking to enrol with the Institute.

These grievance procedures will be made available to complainants regardless of the location of the campus at which the grievance has arisen, the mode in which they study or their place of residence.

Before an issue becomes a formal grievance

The Institute strives to deal with grievances as soon as they emerge in order to avoid further disruption or the need for a formal complaint.

In the first instance, if a complainant has a grievance about any aspect of service provided, they are encouraged to speak immediately and in the first instance with the Senior Student Support Officer or an Academic staff member to resolve the issue. Please note that it is not mandatory for complainants to raise a grievance informally.

Procedure

This procedure can be utilised by complainants to submit a grievance of an academic or non-academic nature. Grievances of an academic nature include issues related to student progress, assessment, curriculum and awards in a course of study. Grievances of a non-academic nature cover all other matters including grievances in relation to personal information that the Institute holds in relation to an individual.

During all stages of this procedure the Institute will take all steps to ensure that:

- the complainant and any respondent will not be victimised or discriminated against;
- the complainant has an opportunity to formally present their case and each party to a grievance may be accompanied and assisted by a support person at any relevant meetings;
- a full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or a respondent;
- where the internal or external grievance handling or appeal process results in a decision that supports the complainant, the Institute will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome;
- there is no cost to the complainant to utilise stage one or stage two of this grievance procedure. If an external appeal is lodged under stage three, mediator charges will be shared by the complainant and the Institute.

Appeals against an assessment result:

The Institute provides an avenue for students to appeal the awarding of subject and assessment results. Students are able to appeal against their results within 28 days from issue of the result.

The appeal should be forwarded in writing with a copy of the completed assessment/s including the Lecturer's assessment comments to:

Program Leader
AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006, or

Emailed to michael@aipc.net.au

Upon receipt, the Program Leader will review the result and notify the student in writing of the outcome, including reasons for the decision, within 14 days of receipt of the appeal.

If the student is not satisfied with the decision of the Program Leader then they may appeal the decision as described in Stage 2 below.

All other grievances

The following procedure can be utilised by complainants to submit a grievance of an academic or non-academic nature. Grievances of an academic nature include matters related to student progress, assessment, curriculum and awards in a course of study. Grievances of a non-academic nature include all other matters. Students who wish to appeal an assessment result should use the procedure outlined above in lieu of Stage One below.

Stage One – Formal Grievance:

Formal grievances must be submitted in writing to the Operations Manager.

The address to send this correspondence is:

Operations Manager
AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006, or

Emailed to megan@aipc.net.au

Receipt of the grievance will be acknowledged in writing within 7 days. The grievance handling process will commence within ten working days of the receipt of the formal grievance and all reasonable measures will be taken to finalise the process as soon as practicable.

The Operations Manager, or their nominee (who must be independent of the grievance), will then assess the grievance, determine the outcome and provide a written report to the complainant on their decision within 28 days.

The complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

Stage Two - Appeal:

If a complainant is dissatisfied with the outcome of Stage One (or their appeal against an assessment result) they may lodge an appeal in writing with the Chief Executive Officer.

The appeal should be forwarded to:
Chief Executive Officer
c/- AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006, or
Emailed to sandra@aipc.net.au

The complaint's appeal will be determined by the Chief Executive Officer which will conduct all necessary consultations with the complainant and other relevant persons and make a determination of the appeal. The complainant will be advised in writing the outcome of their appeal, including the reasons for the decision within 28 days of lodgement of the appeal.

The complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

Stage Three – External Review:

If the complainant is not satisfied with the outcome of Stage Two they may lodge an external appeal to Resolution Institute, an association offering dispute resolution services, within 20 working days of receiving notice of the outcome of their appeal.

Contact Details for Resolution Institute:
Resolution Institute Head Office
Level 1, 13-15 Bridge Street
Sydney NSW 2000

Ph: 1800 651 650 Fax: (02) 9251 3366
Email: infoaus@resolution.institute
Website: www.resolution.institute

Complainants who wish to lodge an external appeal can contact Resolution Institute and request details of a suitable Mediator. Resolution Institute have a free referral service to a Mediator and the Mediator will charge a fee for the first four hours of their services, with an hourly rate applying thereafter. In instances where the student's complaint is not substantiated via the mediation, the student will bear the cost of the mediation service. If the student's complaint is substantiated, then the Institute will bear the cost of the mediation. The Institute agrees to participate in good faith in the mediation process and be bound by any appropriate recommendations of the external Mediator. The Chief Executive Officer will ensure that any appropriate recommendations are implemented within 30 days of receipt of the report from the external Mediator.

If the complaint still remains unresolved after the external dispute resolution process, the complainant may decide to refer the matter to an external agency such as the Anti-Discrimination Commission, Office of Fair Trading or other bodies as appropriate.

Record keeping & confidentiality

Records of all grievances handled under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the grievance appropriate access to these records, upon written request to the Chief Executive Officer. These records will be maintained at AIPC Head Office, 47 Baxter Street, Fortitude Valley, Qld, 4006.

All records relating to complaints will be treated as confidential and will be covered by AIPC's *Privacy and Personal Information Policy*.

Additional information

Nothing in this *Grievance Handling and Resolution Policy and Procedure* limits the rights of students or persons seeking to enrol with the Institute to take action under Australia's Consumer Protection laws. The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law. Also, these dispute resolution procedures do not circumscribe an individual's rights to pursue other legal remedies.

Approval and training

This Policy and Procedure was agreed to and ratified by the Board of Directors of Australian Institute of Professional Counsellors Pty Ltd as trustee for AIPC Trust on 22 October 2018. The CEO ensures this Policy and Procedure is included in the Student Handbook and is available for all students on the Institute's website at www.aipc.net.au.

For the purposes of communicating to and training staff, this Policy and Procedure is included in the Policies and Procedures Manual, Staff Handbook and is covered during the staff induction process (facilitated by the CEO).

Changing your Contact Details

Please advise any changes to your contact details such as address, telephone numbers or email address in writing to the Senior Student Support Officer at Locked Bag 15, Fortitude Valley QLD 4006 or emailing support@aipc.net.au.

To change your name, you will need to provide a certified copy of your Marriage Certificate or Deed Poll document.

Copyright Policy

AIPC complies with all requirements of the Copyright Act 1968. This includes:

- Only reproducing up to 10% or one chapter of a text book when used for educational purposes.
- Holding a CAL license.

All logos, marks, books, texts, manuals, documents, CD's and other educational and administrative material whatsoever owned by the Australian Institute of Professional Counsellors and associated entities are protected by copyright and must not be copied or reproduced either in part or whole or used for gain without the written approval of the Director of the Institute.

Computer Requirements

To successfully complete their studies, it is recommended that students have access to a computer system with the following specifications:

- *Windows 10 or later operating system*
- *Microsoft Office 2013 or later software programs*
- *Internet access ADSL or better, with a minimum of 1.2Mbps download/1.2Mbps upload*
- *Access to a web cam and microphone*

Access to a computer system is recommended as it enables students to have access to the Institute's Online Library Catalogue, the Institute's Higher Education Learning Portal (HELP) and to perform research on the internet for assessment.

The Institute's Fortitude Valley campus has a computer laboratory with systems that meet the above requirements and are available for student use. The Melbourne, Sydney and Perth Student Support Centres each have three computer systems that meet the above requirements which are also available for students to use.

Providing Education to Students with a Disability

AIPC acknowledges the diverse nature of its student population and aims to meet the educational needs of all students, irrespective of their background. AIPC will endeavour to meet the individual needs of students through the integration of access and equity principles. AIPC will endeavour to ensure that equity principles for all students are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. AIPC will make reasonable adjustments to education delivery and assessment to increase opportunities for students to participate in their courses.

Students who would like to discuss their individual study and assessment needs should contact the Study Assistance Line on 1300 139 239 or write to: Program Leader, AIPC, Locked Bag 15, Fortitude Valley Qld 4006 or email their Lecturer. The Institute may request that a student supply evidence of the nature and extent of their disability or specific learning requirements.

Specific learning requirements, options and preferences of each individual student will be discussed during an interview and a plan for delivery of education and assessment prepared based on the student's individual needs. Alternatively, students may wish to contact a relevant organisation themselves. Students can obtain details of relevant organisations by calling AIPC 1800 657 667.

AIPC expresses and demonstrates its commitment to student access and equity by:

1. Ensuring access and equity issues are considered during resource and curriculum development.
2. The establishment of non-discriminatory student selection procedures that encourage fair access for members of under-represented groups.
3. Encouraging reasonable adjustments to education delivery and assessment that will support and assist students with a disability or other special requirements to participate fully in the course without disadvantage.
4. Presenting learning materials in a manner that embraces cultural diversity.
5. Providing reasonable time extensions to cater for students with varying time requirements.
6. Providing opportunities for re-assessment if required.
7. Interviewing students who express a special need in education delivery and assessment, discussing individual needs, options and preferences and preparing a customised plan for delivery of training and assessment.
8. Making reasonable adjustments to the way in which learning materials are supplied to students including learning materials supplied in alternative formats such as on computer disk etc.
9. Making reasonable adjustments to the way in which the course requirements are assessed by having provision for oral rather than written questioning and alternative assessment modalities such as audio and videotaped answers. AIPC will negotiate other reasonable assessment options available for students with a disability or other specific learning requirement if necessary.
10. Utilising a broad student selection criteria.
11. Ensuring that the staff are appropriately informed and aware of access and equity issues.

Additional and Personal Support Services

The Institute recognises that students may require assistance and support for various personal matters. Personal support services can be accessed through AIPC if required. These include:

Personal Counselling

If students are in need of personal counselling, they are recommended to visit the Australian Counselling Association website <https://www.theaca.net.au/find-registered-counsellor.php> where they will be provided with the names and contact details of counsellors in their locality. All Counsellors that students are referred

to are Members of ACA, hold appropriate counselling qualifications and will specialise in the particular area of counselling that students require support and guidance with.

Health and Welfare

If students require assistance with health or welfare matters, they are to contact the Senior Student Support Officer. The Senior Student Support Officer will advise of available health or welfare services available in their local area pertinent to the student's needs for their consideration.

Emergency Services

To effectively manage any incidents occurring at an Institute campus, Emergency Services (000) will be contacted by an Institute staff member, if and as needed, to ensure the safety and wellbeing of all staff and students. In the absence of an Institute staff member, students are able to contact Emergency Services on 000.

Emergency Services is to be contacted if someone is seriously injured or in need of urgent medical help, life or property is being threatened, or a serious accident or crime has occurred. During the call, explain the nature of the emergency and provide the address of the Institute's campus, being:

Level 2, 140 – 148 Brunswick Street, Fortitude Valley, QLD, 4006, or

Level 4, 60 Macquarie Street, Parramatta, NSW, 2150, or

Level 9, 474 Flinders Street, Melbourne, VIC, 3000

Unit 5, 14 Brodie Hall Drive, Bentley, WA, 6102

Career Services and Advice

If students require assistance with career services or advice, they are to contact the Senior Student Support Officer. The Senior Student Support Officer will advise of employment and career service providers and Career Counsellors available in the student's local area.

Financial Planning

Students who require assistance with financial planning and/or budgeting are to advise the Senior Student Support Officer. The student will be referred to a reputable and licensed Financial Services Advisor in their locality. Students will only be referred to Financial Services Advisors that are registered/licensed under the Financial Services Act.

Advocacy

At any time during their dealings with the Institute, students are able to have another person or third party of their choice communicate with the Institute on their behalf. Permission from the student that the person or third party is communicating on their behalf is required in writing (signed letter posted, emailed or faxed) to:

Senior Student Support Officer
Australian Institute of Professional Counsellors
Locked Bag 15
Fortitude Valley QLD 4509

Fax: 07 3257 7195

Email: support@aipc.net.au

The Senior Student Support Officer will advise the Program Leader and Lecturers of receipt of this written permission. The written permission is held on the student's file.

Legal Advice

Students requiring legal advice in relation to their studies or personal matters are to advise the Senior Student Support Officer. The student will be referred to a reputable and qualified legal service or representative in their locality.

Accommodation

Prior to Residential School, students are provided suggestions for accommodation in close proximity to the Institute's campus.

English Language Support

Students are able to access support for improving English language writing skills through The English Language Place (www.englishlanguageplace.com.au). Please refer to their website for service information. Indicative costs are:

- Part draft up to 500 words \$40
- Part draft up to 1000 words \$60
- Full draft for proofreading and comments - \$100 up to 2000 words.

Academic Information and Requirements

Orientation

In your Enrolment Pack, you will find information about our Orientation Sessions of which you can attend either in-person or via Teleconference. The session includes an introduction to Institute and Academic staff, Library orientation, information on studying with the Institute, and services provided to students. Continuing students are able to participate in Orientation Sessions as a ‘refresher’ if they so require.

Please inform Student Support Staff by calling (07)3112 2000 or send an email to support@aipc.net.au and indicate which session you will be attending. Students will be provided with dial-in instructions of the Online Orientation Session and are to notify the Senior Student Support Officer of their attendance.

Provision of Learning Resources and Course Materials

Students will be provided with an electronic copy of a Study Guide and Readings for each subject. An electronic copy of the Study Guide and Readings can also be downloaded from the Higher Education Learning Portal (HELP). All subjects will require the student to purchase additional textbook/s (as outlined under the Semester Dates and Enrolments section). Students are encouraged to submit their online textbook order through Booktopia www.coop.com.au/booktopia, or Zookal <https://www.zookal.com/textbooks> prior to commencing their studies for the semester.

Studying Externally

External delivery of the Bachelor programs involves students following a directed study schedule for each week of the subject (with the exception of *COU304 Counselling Practicum I* and *COU307 Counselling Practicum II for the Bachelor of Counselling*, and *HUS203 Human Services Field Placement I* and *HUS305 Human Services Field Placement II for the Bachelor of Human Services*).

In addition to accessing the set text/s for the subject, each external student will be provided with an electronic copy of the:

- Study Guide, which is a week-by-week teaching guide that contains instructions, information, theory, practice exercises and self-assessment exercises relevant to the content covered in each week of the subject. The Study Guide also contains an overview of the subject, its learning outcomes, study schedule, contact details for the Lecturer, avenues available to students to obtain assistance with their studies, and assessment requirements and due dates; and
- Links/PDFs for any required readings which include all required readings in addition to the set text/s for the subject.

Students undertake directed study by utilising the Study Guide. The Study Guide introduces new concepts, skills and theories for each week of content outlined in the subject’s Subject Outline. It provides information on the week’s content, instructs students when to read relevant sections of the set text/s and required readings, and includes practice questions, exercises and self-assessment exercises. Directed study enables external students to develop and implement life-long learning skills.

Students also have the option of attending regular webinars for each subject, and teleconferences may also be offered.

All students studying externally will need to allocate some personal time each week during the semester for self-directed learning to revise content covered in the Study Guide and texts and readings, further reading, and assessment research and preparation.

Using the Higher Education Learning Portal (HELP) and Online Library

Prior to the semester beginning, all students are provided with a username and password to access the Institute’s Higher Education Learning Portal (HELP) at <https://help.aipc.net.au> and Online Library at <https://au.accessit.online/AST03>

The Higher Education Learning Portal enables students to access Study Guides and readings for the subjects in which they are enrolled, chat with other staff and students via the chat forum, and access the Online Library.

The Online Library enables access to:

1. The Institute’s Library Catalogue of hard copy resources (including searching the catalogue, borrowing resources and placing Holds on already borrowed resources)
2. Electronic Databases of journals and readings
3. Various other online portals of resources and readings.

Specific Instructions on how to access and use the Online Library can be found on the site.

Students requiring IT assistance for the Higher Education Learning Portal and Online Library are to contact the Student Support staff on 1800 657 667 or support@aipc.net.au who will troubleshoot in the first instance, and refer the matter to IT staff if needed.

Assessment Overview

Assessments are an integral element of learning and teaching within the Bachelor programs. Each subject within the degree consists of both summative (SA) and formative assessments (FA).

The purpose of summative assessment (SA) is to provide students with a mark for a task. This contributes to the final overall grade for the subject. Examples SA include, but are not limited to, essays, examinations, presentations, case studies and small group projects.

Formative assessments (FA) are to provide students with feedback to enable them to improve achievement on current and subsequent tasks. A FA is not graded, and does not contribute to the final grade for the subject. Examples of FA are forum discussions and teleconferences. A lecturer may conduct a FA at any point during the subject learning period.

The expectations and due dates for all assessments are presented, in detail, in the subject guides and online via the AIPC Higher Education Learning Portal (HELP).

First year Bachelor students’ assessments utilise a scaffolding approach. This assessment methodology enables students to develop necessary skills in the general areas of academic writing, research and presentation while learning the content of the course they are studying.

Second year and third year students engage in assessments that draw upon the general knowledge gained in the first year of study and further seek to engage and challenge student learning.

Students encounter the following types of assessment during their three year degree:

Assessment Type	Description
Case Study Analysis	A written analysis of a particular case and its relationship to theoretical constructs presented.
Critical Analysis	An essay (see below) evaluating a topic and demonstrating understanding of value and relevance of material presented.
Essay	A short written piece allowing students to argue, analyse, interpret, critique or evaluate provided topics.
Exam – Online/Written	Written evidence of knowledge and skills attained throughout a unit of study.
Exam -Take Home	Written evidence of knowledge and skills attained throughout a unit of study. The difference between the take home exam and the normal exam (outlined above) is that the student has greater access to resources.
Literature Review	Search and evaluation of literature relating to a specific topic. May be related to research (and the research proposal (see below)).
Placement Portfolio	A collection (hard copy or digital) of activities and tasks undertaken during the practicum placement. Includes, though not limited to, daily summary of tasks, client contact hours, meetings, networking, supervision, and policies and procedures. Used to evidence student progress and/or achievement within the organisational context.
Poster Presentation	Presentation in written and/or visual form/s(Hard copy or digital) evidencing knowledge, understanding and communication on given topic.

Presentations – Individual	Spoken/audio (with possibly written and/or visual) evidence that demonstrates not only knowledge and understanding but also oral presentation skills.
Presentation – Group	Written, spoken or visual evidence of knowledge and understanding as well as collaboration and co-operation.
Project (e.g. research project etc)	A research project is a sustained piece of research developed and carried out as a team or an individual.
Reference List	A list of citations (books, articles, documents and the like) presented using APA format and style.
Reflective Diaries/Logs	Written reflections and responses (critical, analytical and personal) based on some specific experience.
Research Proposal	States/outlines a research topic. May include discussion in regard to the key literature, data collection, methodology and assumptions
Role plays	Students assume and act out roles so as to demonstrate counselling skills and techniques.

Attendance at Residential Schools by External Students

Some subjects of the Bachelor programs require compulsory attendance at a Residential School component for external students. Residential Schools are offered from the Institute's Higher Education Campus in Fortitude Valley, Brisbane, and at the Institute's Sydney and Melbourne Student Support Centres, and the Perth Student Support Centre. The Institute reserves the right to deliver a subject's Residential School only from the Higher Education Campus in Fortitude Valley, Brisbane if there are insufficient numbers of students attending in Melbourne, Sydney or Perth.

For external students studying a full time work load, the Residential Schools are for the following durations:

Bachelor of Counselling

Year & Semester	Subjects Covered	Duration for subject (hours)	Duration
Year 1			
Semester 2	COU103: The Counselling Process COU104: Micro Counselling Skills	20 hours (2.5 days) 20 hours (2.5 days)	1 week
Year 2			
Semester 1	COU203: Counselling Therapies I	40 hours (5 days)	1 week
Semester 2	COU206: Counselling Therapies II COU207: Family & Couple Counselling	40 hours (5 days) 40 hours (5 days)	2 weeks
Year 3			
Semester 1	COU302 Grief Counselling	20 hours (2.5 days)	2.5 days

Bachelor of Human Services

Year & Semester	Subjects Covered	Duration for subject (hours)	Duration
Year 1			
Semester 2	COU104: Micro Counselling Skills	20 hours (2.5 days)	2.5 days
Year 2			
Semester 2	COU207: Family & Couple Counselling	40 hours (5 days)	1 week
Year 3			
Semester 1	HUS302: Group Processes for Human Services	40 hours (5 days)	1 week

Residential Schools are scheduled to occur during a period of two weeks at the end of each semester.

As shown in the table above, each Residential School may cover the practical requirements for a number of subjects during the particular semester. Thus, external students studying on a part time basis are only required to attend the Residential School for the time allocated for each specific subject they are studying. For example,

if you are studying The Counselling Process, you only attend the 20 consecutive hours of the Residential School that specifically cover The Counselling Process.

Residential Schools are an essential mechanism for external students to participate in face-to-face learning, and practice and demonstrate their application of counselling skills, both of which are extremely important in their development as a counselling student. Residential Schools are also a good opportunity for external students to interact with Institute staff and form valuable relationships with other external students. Residential School will also include summative assessment of practical counselling skills.

Attendance

Dates for Residential Schools in the following year are published on our website at www.aipc.net.au (Students tab) in October each year. Information about the dates and durations of attendance at the Residential School are sent to each external student within the first four weeks of the semester commencement date. Please note that attendance at the Residential School components is **compulsory** for all external students.

Students who do not attend the Residential School will not have completed all requirements of the subject/s. If a student is unable to attend the Residential School due to *extenuating circumstances*, then the student will need to provide evidence of the circumstance to the Program Leader and, if approved, are able to attend the next Residential School being held for the subject. Please refer to the Special Consideration Policy for the application process, acceptable reasons for applying for special consideration and application timeframes. All circumstances are to be supported by suitable evidence such as doctors/specialist certificates/letters and/or statutory declaration. Extenuating circumstances do not include holiday, travel, social or leisure events, or study workload. If the student's reasons for not attending the Residential School are not extenuating or the student does not supply suitable evidence, **they will be awarded a mark of Fail** for the subject and will be required to repeat the subject.

Students are also only able to attend the components of the Residential School for the subjects in which they are enrolled for the semester. Thus, if students are not enrolled in the subject, they are not able to attend the Residential School component for the subject. These limitations ensure that the educational experience of those external students enrolled in the subject are maximised.

Students are to confirm their attendance at the Residential School by email to the Senior Student Support Officer by the required confirmation date. Approximately one month before the Residential School, students will be sent specific timetable and Residential School information for their attendance at the Residential School.

What will it cost?

Students will need to meet personal expenses such as travel, accommodation and meals. Travel includes travel costs to and from the location of the Residential School (Brisbane, Sydney, Melbourne, Perth) where the Residential School is held and travel to and from the Institute's premises each day. Please refer to http://www.aipc.net.au/dates_policies.php for an indication of costs that you will need to consider in attending Residential Schools.

Initial information distributed to students about the Residential School will include affordable accommodation options and public transport information for the student to consider in relation to their individual needs. While students are to arrange their own transport and accommodation, the Student Support Staff will provide information and advice to students on these matters as requested by students.

Conduct at Residential School

Students are expected to participate positively in all lessons, role plays, activities, discussions and assessments during Residential School with due consideration to their Lecturer and other students, and abide by the reasonable instructions and requests of their Lecturer. In accord with the Student Conduct Policy, students are expected to communicate respectfully and courteously with Institute staff and other students. For students who do not comply with the Student Conduct Policy at Residential School, the matter will be dealt with under the Student Conduct Policy.

Further Information

Students requiring further information about the Residential School are able to contact the Senior Student Support Officer on 1800 657 667. If students require assistance during the Residential School, then they are encouraged to speak with the Senior Student Support Officer (who will be on-site at 47 Baxter Street, Fortitude Valley) or their Lecturer.

Undertaking Practicum Subjects

The Bachelor of Counselling and Bachelor of Human Services also include two Practicum/Field Placement subjects. Practicum/Field Placement subjects are a compulsory component of the course and involve students undertaking work experience in counselling practices and organisations. Practicum/Field Placement subjects assist students with the application of counselling theory and knowledge in practical situations and are a necessary part of assisting the student's transition from student to practitioner.

Preparing for Placement

In order to enrol in a practicum subject, it is a requirement that students are able to demonstrate satisfactory levels of both competency and reflective capacity. Students must not only demonstrate counselling competency, professional behaviour, and reflective capacity, but also demonstrate a commitment to ethical counselling, values, and attitudes that align with the profession prior to enrolment in any practicum subject. Your residential school assessment will form part of ensuring you meet this prerequisite for placement courses. These conditions are in addition to successful completion of all prerequisite subjects. If you have any queries or concerns about meeting this prerequisite, please speak with the Practicum Lecturer.

Accessing Organisations

The Practicum/Field Placement Lecturer will inform the student of the requirements for undertaking the counselling practicum/field placement including details of any organisations in the student's local area that have taken AIPC students previously, and information on how to approach organisations for placement. In the event that previous organisations are not suitable or not available, the Practicum Lecturer and student work together to identify and source the details of alternative suitable organisations or agencies in their local area. Students sourcing their own placement provide the organisation's contact details, summary of services, and confirmation (written or verbal) of their willingness to take students on placement, and the proposed Supervisor's name and position within the organisation to the Practicum Lecturer.

The Lecturer provides the student with learning materials needed to successfully complete the Practicum/Field Placement. The Lecturer also ensures relevant information is made available to the Placement Organisation and the Supervisor in order for the student to carry out the Practicum/Field Placement.

Responsibilities of the Student during the Practicum/Field Placement

When undertaking the Practicum/Field Placement, students are expected to:

- liaise and interact effectively with the Lecturer and possible/proposed organisations to successfully arrange the Practicum/Field Placement
- accept a placement at an organisation the Institute has deemed suitable for the Practicum/Field Placement
- abide by all workplace policies and procedures
- be present for the working hours agreed to prior to commencing the placement or as approved by the organisation subsequent to the placement beginning
- attend all required supervision sessions
- conduct themselves in a safe, ethical and professional manner at all times, displaying both competency and reflective capacity
- maintain confidentiality at all times, and demonstrate a commitment to ethical counselling, values and attitudes that align with the profession.
- only perform duties in accordance with the directions provided by the organisation's placement supervisor or other appropriate staff member
- advise the placement supervisor or Academic staff member if difficulty occurs during the placement/field placement
- where appropriate, comply with undergoing a Criminal History Check, the 'Working with Children Check', and/or any other specific requirements of the workplace.

Responsibilities of the Placement Organisation during the Practicum/Field Placement

The Placement Organisation is to provide a suitable and safe working environment which will allow the student to actively participate in the workplace to the level required in order to successfully complete assessment requirements for the Practicum/Field Placement. The Placement Organisation is to provide a staff member who is responsible for supervising the student in the workplace and liaising with the Lecturer. The Institute will supply a copy of the Certificate of Currency for Voluntary Workers Accident Cover and Professional Indemnity Insurance Cover to the Placement Organisation. Students undertaking Practicum's/Field Placement's are covered under these Policies. All of these requirements will be advised and disclosed to the Placement Organisation by the Lecturer prior to the Placement occurring.

Accessing Counselling Supervision

Students are required to undertake 24 hours of counselling supervision during each Practicum/Field Placement. For each Practicum/Field Placement, 12 hours will be conducted on a small group basis with the Practicum/Field Placement Lecturer (limit of 6 students in the group supervision session). The group supervision sessions will be conducted by Teleconference for students studying externally. The remaining 12 hours for each Practicum/Field Placement is completed in addition to the place with the Agency Supervisor at the Placement Organisation.

Dispute Resolution

If a problem arises for a student or the Placement Organisation during the Practicum/Field Placement, the following process should be followed:

1. The student or the Placement Organisation supervisor are to notify AIPC and the other party as soon as it is reasonable and practicable.
2. A meeting (face to face, online or over the phone for placements occurring outside of the Brisbane area) is organised by the Lecturer to occur between the student, the organisation's Agency Supervisor and AIPC's Lecturer responsible for the Practicum/Field Placement. The objective of the meeting is to reach a mutually satisfactory outcome for all parties.
3. Both parties have the opportunity to discuss the concern directly with the Lecturer prior to the meeting.
4. Individualised support and/or additional professional development plans may be created with input from the student, organisation supervisor, and AIPC representative. It is expected the student commits to these plans to ensure placement continuation.
5. A review period will be set to allow progress of positive outcomes to be achieved within individual placement timeframes for the student and organisation involved.
6. In the event of the dispute continuing or a satisfactory outcome not occurring, the matter is to be referred to the Program Leader for the appropriate action to take in order to resolve the situation with all parties. If unsatisfactory progress is being made by the student, as mutually agreed by the organisation and AIPC, the placement may be suspended pending further remediation, intervention or decision-making.
7. If the grievance continues or the student is not satisfied with the process or outcome, the following options are available to students:
 - The student can submit a complaint to the Chief Executive Officer (Locked Bag 15, Fortitude Valley QLD 4006) or outside agencies such as the Australian Council of Private Education and Training (ACPET), the Anti-Discrimination Commission or Human Rights and Equal Opportunity Commission, or
 - An alternative Placement Organisation may need to be arranged for the student.

Suspension of Placement

If attempts to address concerns are unsuccessful, the Practicum may be suspended to allow additional support and/or professional development for the student. The Placement Organisation supervisor is required to complete a *Counselling Student Placement Withdrawal Form* outlining concerns regarding student competency, professional behaviour, ethical counselling, values, attitudes, or reflective capacity and submit to AIPC. This form is supplied to organisations on an as-needed basis.

Individualised remediation plans will be actioned on a case-by-case basis and may include additional supervision, counselling, attending residential schools, or auditing subjects completed previously. Once AIPC is satisfied that remediation has been successful and the student is able to demonstrate satisfactory levels of competency, professional behaviour, ethical counselling, and values and attitudes that align with the counselling profession, the student is eligible to re-enrol in the Practicum subject.

Examinations

Some subjects may require the completion of an Examination during the Semester. Students will be advised of the date and time for their examination for this subject at least 4 weeks prior to the exam occurring. At this time, students will also be advised of any resources, aids, materials or equipment they are able to take with them into the exam. Students are able to undertake the Exam at the Institute's premises at Level 2, 140 Brunswick St, Fortitude Valley QLD 4006, the Sydney, Melbourne or Perth Student Support Centres, or online. If undertaking the Exam at the Institute's premises, students are to notify the Senior Student Support Officer of this.

The exam will be coordinated by an Academic staff member or an approved Institute Examiner who will administer the exam in accordance with the guidelines provided with the exam (eg, perusal time, etc). Online exams are monitored online through Zoom. All students are required to participate in an ID check prior to undertaking each online exam. Students are to ensure that their computer requirements are met for the undertaking of exams, as per the Student Agreement.

All students studying a subject are required to make themselves available for the exam and are to arrive/log-in 20 minutes prior to the exam commencing. This provides adequate time for the Examiner to complete any documentation, explain the administrative requirements of the exam, and ensure the exam system is working in accordance with the exam requirements.

If a student is unable to attend the exam due to *extenuating circumstances*, then the student will need to provide evidence of the circumstance to the Program Leader and apply to resit the exam. Please refer to the Special Consideration Policy for the application process, acceptable reasons for applying for special consideration and application timeframes Policy. All circumstances are to be supported by suitable evidence such as doctors/specialist certificates/letters and/or statutory declaration. Extenuating circumstances do not include holiday, travel, social or leisure events, or study workload.

In approved situations, the Program Leader is able to approve the student is able to sit the exam at a later date, upon their signing of a disclaimer acknowledging they have no knowledge of the content of the exam.

If the student's reasons for not attending the exam are not extenuating or the student does not supply suitable evidence, **they will be awarded a zero mark** for the exam and will be required to repeat the subject.

Students with disabilities may be eligible for an extension in time allocated for the examination. Individual requirements will be discussed with the student prior to the examination occurring and are to be approved in writing by the Program Leader.

Study Assistance and Support

AIPC understands that completing tertiary studies is challenging and that it is important all students receive an equivalent study experience with the Institute. The following study assistance and support services ensure this:

1. Study Assistance Line

Students studying externally and with questions about the academic content of their studies are able to call the toll free Study Assistance Line on 1300 139 239 to receive academic support and guidance over the phone. Calls from students will be referred to the Lecturer for the subject with students being able to discuss and clarify concepts and assessment requirements.

Students are advised at the commencement of the semester of days and times of availability by their respective Lecturer during the semester.

2. Online Study Assistance

All students are able to email their Lecturer or post on the subject's discussion forums on the Higher Education Learning Portal (HELP) any academic questions they may have at any time during their studies. Emails and posts will be responded to in a timely manner by the Lecturer.

3. Webinars and Teleconferences

Students are invited to attend webinars and/or teleconferences regularly throughout the semester. Webinars will cover key concepts within the subject, assessment requirements, and provide students with the opportunity to have any questions answered.

4. Student Success Companion

The Institute's Student Success Companion provides detailed information to students on how to study effectively. It also provides specific guidelines and advice on how to research, compile, reference and present assignments. The Guide can be downloaded from the AIPC Higher Education Learning Portal at <https://help.aipc.net.au> or by calling the Student Support Officer on 1800 657 667. The Student Success Companion is also provided to all new students upon their enrolment with the Institute.

5. Student Contacts

At various times during the semester, the Lecturer for each subject and Senior Student Support Officer will contact students by phone, email or the HELP portal to communicate information about their studies, residential school or any other important matters occurring during the semester. Students are strongly encouraged to contact their Lecturer/s and the Senior Student Support Officer by phone, email or the HELP portal during the semester for assistance as they need to.

6. Appointments/Communications with Senior Student Support Officer

All students are able to talk with the Senior Student Support Officer to discuss any non-academic issues about their studies or enrolment with the Institute. The Senior Student Support Officer can be contacted on 1800 657 667 or support@aipc.net.au. External students are particularly encouraged to contact the Senior Student Support Officer by telephone or email at any time during studies or on a face-to-face basis during a Residential School.

Submitting Written Assessments

Each subject has a number of compulsory written assessments that all students are required to complete.

Assessments that do not require students to attend an exam, oral presentation or demonstrate practical skills are classed as written assessments.

Written assessments are to be submitted using the American Psychological Association (APA) style of referencing and formatting. This style of formatting is learnt in detail within the degrees.

All written assignments should remain within 10% above or below the recommended word count. This does not include word allocation to referencing, title or contents pages, etc. Marks may be deducted for assignments that are more than 10% over the word count. Any other specific subject requirements will be included in the assessment information for the respective subject. Please discuss this with the lecturer for your subject.

Completed assessments should be submitted online.

Use the following as a checklist before submitting each assessment:

- Has the assessment been completed in its entirety?
- Is your name and student number, subject and assessment number included on the assessment item?
- Have you made a copy of all of your work (in case of loss in the mail)?
- Is your title page securely attached?

When submitting an electronic copy of your written assessment by uploading through the Higher Education Learning Portal, please follow the upload instructions available on the Higher Education Learning Portal.

Whilst the Institute does its best to have assessments marked and returned to students as quickly as possible, students need to allow up to three weeks for their return.

Requesting an Extension for Assessments

If a student is unable to submit their assessment by the due date, then the student will need to apply using the Assessment Extension Application Form, located in the Academic Success Module on your HELP platform. Please refer to the Special Consideration Policy for the application process, acceptable reasons for applying for special consideration, and application and response timeframes.

Late Submissions of Assessments

For each day an assessment is handed in late without an approved reason, a **deduction of 5% per day (including weekends)** will be made to the raw score for that assessment. For example, an assessment with a total raw score out of 40 would see a 5% reduction of 2 marks per day for each day it was handed in late without an approved reason.

Approval for late submissions are authorised by **the Lecturer for that subject only**. Students must consult with the Lecturer of the relevant subject **prior** to submitting their assessment past the due date to clarify whether or not a late penalty will apply. If consultation is not made with the Lecturer, a late penalty will automatically be applied.

In some instances it may not be easy to pre-empt circumstances that may result in the assessment being handed in late. Therefore, in such circumstances, due consideration will be given by the Lecturer if the student was not able to consult with their lecturer prior to the assessment being due. Acceptance of extenuating circumstances and reasons given are at the subject Lecturer's discretion.

If an assignment is more than two weeks overdue, **without any acceptable extenuating cause, the student will receive a fail mark** for the assessment.

Special Consideration Policy

The Institute understands there are extenuating circumstances that arise where a student may not be able to submit an assignment by the due date, sit an examination on the required date, or attend a Residential School.

The following are considered acceptable grounds for approving an extension to an assignment due date, altering an assessment for a teleconference, changing the date and time to sit an examination or in being approved to attend a Residential School at a later date:

1. Illness or a serious health problem or serious incapacity. A medical certificate is to be provided to justify this reason.
2. Serious personal or emotional trauma.
3. A sporting or cultural commitment at state, national or international representative level.
4. In very exceptional circumstances, an important planned family or social commitment or unavoidable work commitment.

In all instances, medical certificates/letters (either original or certified copy by a JP) are to be provided with applications based on medical grounds. For non-medical grounds, a statutory declaration stating the facts along with any corroborative evidence is to accompany the application. Documented evidence must be posted to verify that the document is either an original or that the certification by the JP is original. **Emailed evidence will not be accepted.**

Where possible, the student should apply for special consideration within 14 days prior to the assignment, examination, teleconference or Residential School falling due. If this is not possible, as much advance notice should be provided as possible. In situations of urgency, application within 72 hours after the assignment due date, examination date, teleconference or Residential School commencing is acceptable.

For examinations and Residential Schools, application in writing is to be provided to the Program Leader, whom will consider the student's circumstances, and respond in writing with the outcome within 7 days of receipt of the application.

Please refer to the Examination Policy and Residential School Policy for further explanation on arrangements to be made if the application for extension is agreed to.

For an extension to an assignment due date, or if there are difficulties with attending a teleconference at the scheduled time the student is to apply in writing to the subject's Lecturer, whom will consider the student's circumstances, and confirm in writing, either via post or email, the outcome within 3 days of receipt of the application. If a student requires an extension of more than 14 days for the submission of the assignment, the matter is to be referred to the Program Leader for their consideration.

The following circumstances **are not** acceptable grounds for approval of special consideration:

1. Holiday arrangements, including for overseas travel.
2. Misreading an examination timetable or assignment due date.
3. Social and leisure events, including sporting or cultural commitments (except at a state, national or international representative level).
4. Applications made after 72 hours after the assignment due date, examination date or Residential School has commenced.
5. Study workload.

Grading Policy

All assessments and exams are graded on the following scale:

Grade	Code	Percentages	Description
High Distinction	HD	85% – 100%	Exceptional performance demonstrating proficiency in all learning objectives for the course.
Distinction	D	75% – 84%	Excellent performance demonstrating an advanced level of understanding and achievement in the course.
Credit	C	65% – 74%	Good performance demonstrating a high level of understanding and achievement in the course.
Pass	P	50% – 64%	Satisfactory performance satisfying basic learning requirements of the course.
Fail	F	40% – 49%	Unsatisfactory performance, fails to satisfy basic learning requirements.
Non-graded Pass/Fail	NGP NGF		Grade allocation for practicum subjects of the programme, COU304 (Counselling Practicum I) and COU307 (Counselling Practicum II), HUS203 (Human Services Field Placement I) and HUS305 (Human Services Field Placement II).

All students are to receive a mark of Pass (Non-graded Pass in the case of the Practicum subjects) or higher in order to pass the subject. **For subjects that include a Residential School (COU103, COU104, COU203, COU206, COU207, COU302, HUS302), it is mandatory to pass each assessment in the subject (including assessment undertaken at Residential School) in order to pass the subject.**

Students who receive a mark of Fail for the subject are required to re-enrol for the subject. The Appeals Policy provides information for students who would like to appeal the awarding of a grade for an assessment or a subject.

Academic Misconduct

In accordance with the highest standards of scholarly practice, students must present original work which expresses their own understanding of theory and its application. The words, ideas, and intellectual property of others used by students in their work and assessments must at all times be appropriately acknowledged.

Prior to submitting assessment, students are expected to inform themselves of appropriate academic writing, practice and referencing conventions, with information and resources in this regard being available in the Academic Success Module on HELP.

Academic misconduct can occur in many forms and covers a range of intentional, premeditated, reckless, recurring or otherwise inexcusable actions or behaviours. These include:

- Cheating – breaking rules or engaging in dishonest practices in formal and informal assessment, including the use of prohibited material or equipment and unauthorised consultation with other persons during assessment.
- Contract Cheating – having another person prepare, undertake or participate in assessment on behalf of the student.
- Plagiarism – copying, paraphrasing or summarising the words, ideas, and intellectual property of others without appropriate acknowledgement. Students are responsible for informing themselves about appropriate methods of acknowledgement.
- Collusion – committing an act of academic misconduct in unauthorised collaboration with another individual. Authorised collaboration (e.g., group projects) is distinguished from collusion.
- Fabrication – includes, but is not limited to, the creation of fictitious data or citations, wilfully omitting data, and claiming work is original, comprehensive, or genuine when it is not.
- Recycling – other than where expressly allowed, the submission of work for assessment that has been previously submitted by the student for another assessment submitted by the student, partially, or in whole, for another assessment.

All circumstances of suspected Academic Misconduct will be treated seriously. The Institute may also use software to assist with the detection of Academic Misconduct.

The following steps outline the processes for determining and responding to cases of suspected academic misconduct:

1. Lecturer becomes aware of possible academic misconduct.
2. Lecturer contacts student to raise concerns.
3. If the Lecturer is satisfied that there has been no academic misconduct, and instead the issue was one of poor academic practice, then the student is informed in writing and the matter is closed.
4. If the Lecturer remains concerned that academic misconduct has occurred the student is informed in writing and the matter is referred to the Program Leader.
5. The Program Leader investigates the matter to determine if misconduct has occurred (intentional or otherwise). This process may include, but is not limited to, examination of the student's assessment or other material, consultation with the Lecturer, and meeting or discussion with the student.
6. If a decision is made that academic misconduct has not occurred, the student is informed in writing, the outcome is noted on the student's file, and the matter is closed. The student is required to resubmit the written assessment within 14 days.
7. If a decision is made that academic misconduct has occurred, the Program Leader is required to decide whether the academic misconduct was likely intentional or unintentional.
8. If a decision is made that academic misconduct has occurred, the following actions may be taken:
 - a. The student will receive a written warning (only applicable to unintentional academic misconduct) as determined by the Program Leader, or
 - b. The student will receive a mark reduction (with the maximum mark possible being 50%), and a written warning, or
 - c. The student will be required to re-submit the assessment item (with the maximum mark possible being 50%), and will receive a written warning, or
 - d. Depending on the severity, and/or frequency, of the academic misconduct, the student's course enrolment may be discontinued. Severity will be considered relevant to and in conjunction with the student's length of time in the course and intent of the student in the act of misconduct. Repeated incidences of academic misconduct are to be treated seriously.

The student will be informed of the outcome in writing and the outcome will be noted on the student's file.

If the student is not satisfied with the Institute's approach or decision regarding the student's conduct, the student may appeal the decision or lodge a written complaint with the Institute's Chief Executive Officer in accordance with the Institute's Grievance Handling and Resolution Policy.

In some instances, student behaviours of concern will be determined to result from poor academic practice, as distinguished from academic misconduct. Poor academic practice is unintentional, careless, inadvertent, or otherwise excusable behaviour mitigated by personal, health-related or other circumstances.

In cases where a student's behaviour is assessed as poor academic practice, the following processes will be followed. The student will:

1. Receive academic support relevant to their specific needs,
2. Have the opportunity to re-submit the assessment within 14 days of being notified of the matter. The maximum grade the student can achieve for the assessment item is a 'pass' mark for the assessment.
3. Be referred to personal counselling, health or welfare services, if deemed appropriate, and
4. Be informed in writing of the decision, action taken and expected future behaviour.

The student's file will be updated regarding details of the situation and action taken.

The Academic Misconduct Policy is in place to protect the academic interests of students and the Institute.

Providing Feedback and Suggestions, and Completing Surveys

At various times during your studies, you will be asked for your feedback and opinion on studying with the Institute. While it is not compulsory to participate in these surveys, we value the input of our students and sincerely request that you take the time to provide your feedback. Please be assured that your feedback remains confidential and will not be used in any way to adversely affect your studies or enrolment with the Institute.

Students are also able to submit suggestions regarding improvements or changes to Institute higher education programs, policies or services through the Online Suggestion Portal available at: www.aipc.net.au/studentuggestions. All suggestions are referred to the respective Institute committee (Board of Directors, Higher Education Board, or Course Advisory Committee) for consideration at their

next meeting. Each committee meets three times per year and will consider suggestions lodged at their next available meeting. Outcomes from each suggestion are reported on the Online Suggestion Portal page within 14 days of each meeting.

Graduating

Once all of your course requirements have been successfully completed, you will be eligible to graduate from the Bachelor of Counselling or Bachelor of Human Services. You will be provided a Testamur of your qualification and Academic Transcript for the Bachelor of Counselling or Bachelor of Human Services, issued by Australian Institute of Professional Counsellors Pty Ltd ATF AIPC Trust T/As Australian Institute of Professional Counsellors, and invited to attend a Graduation Ceremony.

Issuing Replacement Qualifications

In the event of loss or damage, a graduated student is able to request re-issue of their Testamur and/or Academic Transcript.

To do this, simply contact the Senior Student Support Officer to request a Replacement Testamur Request form. A fee of \$50 per document applies to re-issuing replacement Testamurs and/or Academic Transcripts. Upon approval of the request to issue the replacement Testamur or Academic Transcript, printing of the replacement documentation is arranged.

Academic Transcripts

At the completion of your course and issuing of your Testamur, the Institute issues a complete Academic Transcript listing the grades of all subjects attempted and/or completed during the course.

If students requires an Academic Transcript at any time during their studies, including at the end of a semester, please contact the Senior Student Support Officer by email support@aipc.net.au or by calling 1800 657 667.