AIPC Professional Student Handbook

AIPC
Careers for people who care

www.aipc.net.au

AIPC Professional

Student Handbook

July 2026

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.

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Welcome from the CEO

Firstly, thank you very much for enrolling with AIPC Professional. As a private provider of higher education, our primary purpose is to offer high quality and accessible education to students throughout Australia.

Students of AIPC Professional courses will graduate with the knowledge and skills to expand on their current counselling and community services backgrounds. Obtaining one of our specialised qualifications will allow you to perform more deeply and widely in a variety of employment settings.

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 standards in graduates.

This Student Handbook has been prepared to inform you of the various aspects of studying with the Institute and your 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 Graduate Certificate.

Kind regards,

Sandra Poletto
Chief Executive Officer

Mission Statement – AIPC Professional

The Australian Institute of Professional Counsellors Pty Ltd ("the Institute") is a private Institute of Higher Education committed to offering high quality education to students. AIPC Professional's suite of Graduate Certificate programs are for those already qualified and working in a helping progression who are interested in further developing their skills in knowledge in one of the Institute's areas of specialisation.

Your postgraduate course focuses on up-to-date advances in one of five specialty areas to enable you to develop progressively at a professional level and personally as an individual. Graduates demonstrate approaches that are ethical and appropriate to the client, and which add value to their workplaces and communities

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 Indigenous students, mature-age students, part-time students, students with disabilities, rural and regional students, and students for whom English is a second or additional language by ensuring equal opportunities and access to higher 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 personal and professional levels. 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 units, and
  - Conducting evaluations of grading and assessment to ensure validity, fairness and accuracy of marking are upheld.
- Support students by providing:
  - Quality education programmes 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 units 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.
- 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

Graduate Certificate in Child and Youth Counselling

The following units comprise the Graduate Certificate in Child and Youth Counselling course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3, T4
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T3, T4
Year 1, Term 2				
GCCY01	Approaches to Child and Youth Counselling	8	GCCORE01; GCCORE02	T1, T3
GCCY02	Counselling in Educational Settings	8	GCCORE01; GCCORE02	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Certificate in Child and Youth Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Child and Youth Counselling. Students cannot enrol into a unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Certificate in Counselling Practice

The following units comprise the Graduate Certificate in Counselling Practice course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3, T4
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T3, T4
Year 1, Term 2				
GCCP01	Integrated Approaches to Counselling	8	GCCORE01; GCCORE02	T1, T3
GCCP02	Contemporary Counselling Contexts	8	GCCORE01; GCCORE02	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Certificate in Counselling Practice qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Counselling Practice. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Certificate in Coaching and Leadership

The following subjects comprise the Graduate Certificate in Coaching and Leadership course. All subjects are studied over the duration of one Term.

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCC01	Coaching Theory and Practice	8	Nil	T1, T2, T3, T4
GCC02	Applied Coaching Approaches	8	Nil	T1, T2, T3, T4
Year 1, Term 2				
GCC03	Coaching in Leadership	8	Nil	T2, T3, T4
GCC04	Coaching in Organisations	8	Nil	T2, T3, T4

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

After completion of all subjects, the Graduate Certificate in Coaching and Leadership qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd. The institution 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 College'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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Coaching and Leadership. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Certificate in Family Counselling

The following units comprise the Graduate Certificate in Family Counselling course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3, T4
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T3, T4
Year 1, Term 2				
GCFC01	Approaches to Family Counselling	8	GCCORE01, GCCORE02	T1, T3
GCFC02	Contemporary Family Counselling	8	GCCORE01, GCCORE02	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Certificate in Family Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Family Counselling. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Certificate in Mental Health Counselling

The following units comprise the Graduate Certificate in Mental Health Counselling course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T4
Year 1, Term 2				
GCMH01	Contexts of Mental Health Practice	8	GCCORE01, GCCORE02	T1, T3
GCMH02	Recovery-Orientated Mental Health Practice	8	GCCORE01, GCCORE02	T2, T4

After completion of all units, the Graduate Certificate in Mental Health Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Mental Health Counselling. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Certificate in Relationship Counselling

The following units comprise the Graduate Certificate in Relationship Counselling course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Counselling Foundations: Skills and Practice	8	Nil	T1, T2, T3, T4
GCCORE02	Counselling Foundations: Law and Ethics	8	Nil	T1, T2, T3, T4
Year 1, Term 2				
GCRC01	Approaches to Relationship Counselling	8	GCCORE01, GCCORE02	T1, T3
GCRC02	Contemporary Relationship Counselling	8	GCCORE01, GCCORE02	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Certificate in Relationship Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Certificate in Relationship Counselling. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **2 years** of their enrolment into the course.

Graduate Diploma in Neuro-Affirming Practice

The following units comprise the Graduate Diploma in Neuro-Affirming Practice course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T4
Year 1, Term 2				
GCCP01	Integrated Approaches to Counselling	8	Nil	T1, T3
GCCP02	Contemporary Counselling Contexts	8	Nil	T2, T4
Year 1, Term 3				
NPFP01	Neuro-Affirming Practice: Foundations and Principles	8	GCCP01, GCCP02	T1, T2, T3
NPTT02	Counselling Neurodivergent Clients: Techniques and Tools	8	GCCP01, GCCP02	T1, T2, T4
Year 1, Term 4				
NPCS03	Cultural and Social Dimensions of Neurodivergence	8	GCCP01, GCCP02	T1, T3
NPEP04	Neuro-Affirming Practice: Advanced Case Studies and Ethical Practice	8	GCCP01, GCCP02, NPFP01, NPTT02	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Diploma in Neuro-Affirming Practice qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Diploma in Neuro-Affirming Practice. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **4 years** of their enrolment into the course.

Graduate Diploma in Rehabilitation Counselling

The following units comprise the Graduate Diploma in Rehabilitation Counselling course. All units are studied over the duration of one Term (8 weeks) and a final week for submitting assessment (9 weeks total).

Unit Code	Unit Title	Credit Points	Pre-requisite Units	Term Availability
Year 1, Term 1				
GCCORE01	Foundation Counselling: Skills and Practice	8	Nil	T1, T2, T3
GCCORE02	Foundation Counselling: Law and Ethics	8	Nil	T1, T2, T4
Year 1, Term 2				
GCCP01	Integrated Approaches to Counselling	8	Nil	T1, T3
GCCP02	Contemporary Counselling Contexts	8	Nil	T2, T4
Year 1, Term 3				
REHCO1	Introduction to Rehabilitation Counselling	8	GCCP01, GCCP02	T1, T2, T3
REHC02	Vocational Assessment and Planning	8	GCCP01, GCCP02	T1, T2, T4
Year 1, Term 4				
REHC03	Case Management and Rehabilitation Counselling	8	GCCP01, GCCP02, REHC02	T1, T3
REHC04	Client-Centred Service Delivery	8	GCCP01, GCCP02, REHC01	T2, T4

Term availability of Units 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 Term Enrolment Form for a unit to be offered.

After completion of all units, the Graduate Diploma in Rehabilitation Counselling qualification is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional. The Institute is registered as an Institute of Higher Education (Provider Number: 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 are required to successfully complete (pass) all units listed above in order to be awarded a Graduate Diploma in Rehabilitation Counselling. Students cannot enrol into a latter unit until all Pre-requisites for the unit have been passed.

Students are required to complete the course within **4 years** of their enrolment into the course.

Term and Census Dates

Term Dates and Census Dates are shown on the student's section of the Institute's website at www.aipc.net.au. Each Term is structured as 8 weeks of structured study and one further week to submit a final unit assessment (9 weeks total).

Course Learning Outcomes – Graduate Certificate in Child and Youth Counselling

The Graduate Certificate in Child and Youth Counselling is a 6-month, full time or 1-year, part time tertiary education program in Counselling that enables students to:

- Integrate specialised knowledge of child and youth counselling approaches and skills to support application of counselling best practice
- Communicate knowledge of skills and approaches, specific to counselling children and young people, to a range of stakeholders
- Demonstrate advanced ethical awareness and professional conduct in the context of child and youth counselling and its obligations to diversity, communities, and society.
- Consolidate theory and practice to develop a professional, integrative counselling framework for working with children and young people across a variety of counselling contexts
- Engage in critically reflective practice to monitor professional functioning as a counsellor working with children and young people, and to identify and action learning opportunities and self-improvement.

Course Learning Outcomes – Graduate Certificate in Coaching and Leadership

The Graduate Certificate in Coaching and Leadership is a 6-month, full time or two-year, part time tertiary education program that enables students to:

- Integrate the principles, concepts and theories of coaching in leadership situations to improve organisational and leadership capacities and performance.
- Develop a personal leadership style underpinned by coaching principles and approaches.
- Apply a range of coaching approaches appropriately and ethically within a variety of organisational and leadership contexts.
- Work in a coaching capacity within organisations, teams and with individuals to generate improvement.
- Review and critically reflect on coaching skills and application within the organisational and leadership context.

Course Learning Outcomes – Graduate Certificate in Counselling Practice

The Graduate Certificate in Counselling Practice is a 6-month, full time or 1-year, part time tertiary education program in Counselling that enables students to:

- Integrate specialised knowledge of counselling approaches and skills to support application of counselling best practice
- Transmit specialised knowledge of counselling approaches and concepts to a range of stakeholders
- Demonstrate advanced ethical awareness and professional conduct in the context of the counselling profession and its obligations to diversity, communities, and society.
- Consolidate theory and practice to develop a professional, integrative counselling framework
- Engage in critically reflective practice to monitor professional functioning as a counsellor and to identify and action learning opportunities and self-improvement.

Course Learning Outcomes – Graduate Certificate in Family Counselling

The Graduate Certificate in Family Counselling is a 6-month, full time or 1-year, part time tertiary education program in Counselling that enables students to:

- Integrate specialised knowledge of family counselling approaches and skills to support application of counselling best practice
- Transmit ideas and specialised knowledge of family counselling to a range of stakeholders including clients, colleagues, and other professionals.

- Demonstrate advanced ethical awareness and professional conduct in the context of the family counselling profession and its obligations to diversity, communities, and society.
- Consolidate theory and practice to develop a professional, integrative family counselling framework
- Engage in critically reflective practice to monitor professional functioning as a counsellor and to identify and action learning opportunities and self-improvement.

Course Learning Outcomes – Graduate Certificate in Mental Health Counselling

The Graduate Certificate in Mental Health Counselling is a 6-month, full time or 1-year, part time tertiary education program in Mental Health Practice that enables students to:

- Integrate specialised knowledge of theoretical approaches underpinning mental health counselling best practice
- Transmit specialised knowledge and professional understanding of mental health counselling to a range of stakeholders
- Demonstrate advanced ethical awareness and professional conduct in the context of the counselling profession and its obligations to diversity and communities in mental health practice
- Apply knowledge of common mental health conditions to distinguish and determine those that are beyond the counsellor's role and expertise
- Engage in critically reflective practice to monitor professional functioning as a counsellor and to identify and action learning opportunities and self-improvement.

Course Learning Outcomes – Graduate Certificate in Relationship Counselling

The Graduate Certificate in Relationship Counselling is a 6-month, full time or 1-year, part time tertiary education program in Counselling that enables students to:

- Integrate specialised knowledge of relationship counselling approaches and skills to support application of counselling best practice
- Transmit specialised relationship counselling knowledge, skills and ideas to others including key stakeholders.
- Demonstrate advanced ethical awareness and professional conduct in the context of the counselling profession and its obligations to diversity, communities, and society.
- Consolidate theory and practice to develop a professional, integrative practice framework specific to relationship counselling
- Engage in critically reflective practice to monitor professional functioning as a counsellor and to identify and action learning opportunities and self-improvement.

Course Learning Outcomes – Graduate Diploma in Neuro-Affirming Practice

The Graduate Certificate in Neuro-Affirming Practice is a 12-month, full time or 2-year, part time tertiary education program that enables students to:

- Demonstrate understanding of neurodivergence, including frameworks for supportive and inclusive practice.
- Develop and implement effective communication strategies tailored to the needs of neurodiverse individuals, ensuring inclusivity and respect.
- Apply advanced knowledge of ethical principles and legal requirements in neuro-affirming practices, ensuring adherence to professional standards and guidelines.
- Design and implement inclusive practices that promote the participation and empowerment of neurodivergent individuals within various professional settings, including education, healthcare, and social services.
- Advocate for the rights and inclusion of neurodivergent individuals, influencing policy and practice to foster a more inclusive society.

- Collaborate effectively with other professionals, including educators, healthcare providers, and social workers, to provide holistic support.
- Engage in reflective practice to continuously evaluate and enhance personal and professional competence
- Demonstrate cultural safety and sensitivity in providing neuro-affirming practices, recognising and addressing the unique needs of individuals.

Course Learning Outcomes – Graduate Diploma in Rehabilitation Counselling

The Graduate Certificate in Rehabilitation Counselling is a 12-month, full time or 2-year, part time tertiary education program that enables students to:

- Demonstrate advanced understanding of the theories, principles, and practices of rehabilitation counselling.
- Adhere to ethical principles, legal guidelines, and professional standards in rehabilitation counselling.
- Collaborate with clients and other healthcare professionals to contribute to assessments and develop tailored intervention plans that address the psychological, social, and vocational needs of clients, supporting their optimal functioning and community participation.
- Develop and implement advanced communication and interpersonal skills to effectively engage with clients, families, healthcare teams, and other stakeholders, promoting collaborative and client-centred care
- Demonstrate cultural safety and sensitivity in providing rehabilitation counselling services to diverse populations, recognising and addressing the unique needs and experiences of clients from various cultural backgrounds.
- Engage in reflective practice to continuously evaluate and enhance personal and professional competence.

Enrolling For Each Term

You will be advised of important dates during the term such as term start and finish dates and term Census Dates progressively in writing. Term dates and Census Dates are also shown on the Institute's website at https://www.aipc.net.au/fees-dates-policies.

For new students, a Term 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 term.

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

Completed Term Enrolment Forms are to be sent, by the due date, to the Student Support Staff. Student Support Staff will process your enrolment for the following term and provide a confirmation letter providing details of matters including relevant dates.

Prior to the commencement of each Term, the Book of Required Readings is uploaded onto the Higher Education Learning Portal (HELP) for you to access. You are able to print a copy of the electronic documents if you choose to.

If you have any questions about which units to complete in which term, please contact Student Support Staff on 1800 570 511 (Option 1).

Your Academic Staff

The Institute is very proud of the calibre and experience of our academic staff. AIPC Professional is overseen by the Program Leader supported by the Lecturers. The contact details of the Lecturers for the

units/s in which you are enrolled will be provided to you at the commencement of the term on the HELP site.

Students seeking educational support during their studies are encouraged to contact the Lecturer for each individual unit by calling the 1800 570 511 (Option 2) or emailing their Lecturer directly. Each Lecturer will email their students in the first week of the term. They will pass on their contact details at that time including their email address.

General Policies

Your Student Agreement

Upon enrolment into AIPC Professional, you have completed 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 unit fees, and any other associated fees, apply only for those units in which I am presently enrolled, and can be reviewed and changed at the Institute's discretion for future terms. Unit tuition fees are reviewed at least annually and may be increased. 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 units 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 term, I am also liable for the full cost of the units in which I am currently enrolled.

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

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

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

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

1. *The purchase of compulsory software (if required); and*
2. *Purchase of textbooks, if needed.*

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, Student Complaints and Appeals, 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 I will need to have access to a computer system with at least the following specifications:

- *Windows 11 or later operating system*
- *Microsoft Office 2013 or later software programs*
- *ADSL or better internet access, with a minimum of 1.2Mbps download/1.2Mbps upload*
- *Access to a web cam*

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 https://wwwaipc.dev2.greenhat.net/aipcprofessional for current tuition 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 term 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 unit is payable via the following methods after accepting your placement:

1. If you are choosing to pay all or part of your unit fees through FEE-HELP, you will need to complete your *Request for FEE-HELP Assistance* form for the term by the due date indicated in your term enrolment letter.
2. Payment by credit card or direct deposit for the term by the due date indicated in your term enrolment letter (usually within two weeks of the term commencing).
3. If you are paying some of your fees yourself and some through FEE-HELP, then completing 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 term.

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 unit fees, and any other associated fees, are current only for the units in which you are presently enrolled, and can be reviewed and changed at the Institute's discretion for future terms.

Units where credit is granted

You are able to apply for credit of previous studies and experience as described in the *Recognition of Prior Learning and Credit Transfer Policy* and you are not required to pay the unit fee for each unit in which credit is granted.

Outstanding Fees

Students who have not completed the electronic *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 term
b. enrol in units for future terms
c. access their term or unit 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 units) to students because they have not completed the requisite assessment and coursework.

Fees for Additional Items

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

1. Textbooks and Software: Most units in AIPC Professional require you to purchase compulsory textbooks, and sometimes software. Textbook requirements vary between units and there are price variations between textbooks and software. You will receive a Textbook List with your Confirmation of Term Enrolment pack. You are able to source textbooks and software from other suppliers if you choose. Students are encouraged to submit their online textbook order through Booktopia https://www.booktopia.com.au, or Zookal https://www.zookal.com/textbooks prior to commencing your studies for the term.
2. Official transcripts before completing qualification or are not graduating: $50 for each official transcript requested. Students can access their unofficial academic record at any time through the Meshed Student Portal at no cost. As unofficial academic records are readily available online, the administrative fee applies only to the preparation and issuance of an official transcript.

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 Student Support Team** at support@aipc.net.au. The following Course Cancellation Policy applies:

Students are liable for the full cost of the units 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 term, the student is also liable for the full cost of the units in which they are currently enrolled.

To discontinue their course, students will need to submit their request in writing. Upon completion of the cancellation process, students will receive an updated academic transcript of the studies they have completed.

Unit Cancellation Policy

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

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 FEE-HELP Balance Policy* and *Student Complaints and Appeals*. All applications are to be submitted within 12 months of cancellation 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 Units

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

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

Student Review Procedures for Re-Crediting a FEE-HELP Balance

The Australian Institute of Professional Counsellors Pty Ltd T/As AIPC Professional ("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 student[1] who is enrolled in a higher education course with the Institute.

The Institute will:

- set a census date for each unit of study (unit) 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 FEE-HELP balance.

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

If a student withdraws from a unit of study 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 FEE-HELP balance re-credited for the affected units of study.

The Institute will re-credit the student's FEE-HELP balance 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 FEE-HELP balance are to be made, in writing, to the Student Support Team and sent to support@aipc.net.au

The procedure for the re-crediting of a FEE-HELP 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 Student Support Team 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 Student Support Team 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 for the affected unit(s) of study and the student's FEE-HELP debt for those units of study will be removed;

(h) The Student Support Team shall advise the student of the outcome of the application within 28 days stating the reasons for the decision;

(i) The Student Support Team 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 Student Support Team allows.

Review of a decision

If a student is not satisfied with the decision made by the Student Support Team in relation to re-crediting their FEE-HELP 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 or delegate 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 feedback@aipc.net.au.

The Review Officer shall acknowledge receipt of an application for a review of the refusal to re-credit a FEE-HELP 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 Review Tribunal within 28 days for a review of that decision and will provide the contact details of the closest Administrative Review 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 Review 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 Review Tribunal Registry and the approximate costs of lodging an appeal as found at https://www.art.gov.au/.

Where a student is unsatisfied with the reviewed decision, they may apply to the Administrative Review Tribunal within 28 days for consideration of the Institute's decision to refuse to re-credit their FEE-HELP balance. The student may supply additional information to the Administrative Review 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 (DoE) or the Secretary's delegate, will be the respondent for cases that are brought before the ART. Upon the DoE's receipt of a notification from the ART, the DoE will notify the Institute that an appeal has been lodged. Upon receipt of this notification from the DoE, the Review Officer will provide the DoE 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 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 Guide 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 relevant Graduate Certificate. They are:

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

Application for Course Enrolment and Entry Requirements

To enrol into AIPC Professional, 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 term of studies. Successful applicants will be advised at least two weeks prior to their first term of study of the acceptance of their application.

Standard Admission Requirements:

Applicants are required to have:

1. A Bachelor's Degree (AQF Level 7) in any field

Applicants are to supply a certified copy of the qualification with their *Course Application Form*.
All *Course Application Forms* are to be accompanied by a Personal Competency Essay addressing why the applicant is interested in studying the particular course, what they are expecting from the course, and what they are aiming to achieve with the qualification. Essays are to be 300 words in length.

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

All information about the applicant (application information, Personal Competency Essay, Referee Report) 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 T/As AIPC Professional ("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.

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 their 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, or paying their own 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 unit (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.

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

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 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 units** of their Graduate Certificate course (up to a maximum of 2 units). 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 Head of Teaching and Learning 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 Director of Teaching and Learning

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

<u>Recognition of Prior Learning (RPL)</u>
RPL recognises that students, due to relevant life and work experiences, may already possess the requisite skills and knowledge for unit/s in AIPC Professional. Students who have been working within a

counselling environment for several years are able to apply for recognition of this prior learning or experience. Exemption can be applied for one or more course units** (up to a maximum of 2 units).

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

Credit Transfer

Credit Transfer refers to obtaining credit towards another course based on having completed previous study of an equivalent unit. Students who have completed similar units to those included in AIPC Professional are welcome to apply for Credit Transfer. Students who have completed or partially completed another counselling 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 unit 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 2 units inclusive of whether this credit has been obtained via RPL or credit transfer.*

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 he.rpl@aipc.net.au.

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

The RPL/Credit Transfer Application Form can be obtained by calling AIPC Professional on 1800 570 511 (Option 1) or emailing support@aipc.net.au

Submitting Your Application

Complete the Application Form and collate your supporting documentation and send to the address above. Your application will be assessed by the Head of Teaching and Learning 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.

Your Academic Transcript 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 your Academic Transcript will need to be submitted along with unit documentation that includes the aims and objectives of the unit, syllabus outline, contact hours, texts and assessment information. Certificates or transcripts that are photocopied will need to be certified as a copy of the original by an acceptable certifier (Justice of the Peace, Commissioner of Declaration).
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.

How much does applying for credit cost?
There is no fee for applying for RPL or credit. Students are not required to pay the unit fee for each unit 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 *Student Complaints and Appeals 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 *Student Complaints and Appeals Policy and Procedure*.

Deferring your Studies

Students are able to apply for a deferral of their studies for a maximum number of 2 consecutive terms 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 AIPC Professional. 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 term.

Applications for deferral should be submitted prior to enrolling for the term. Requests for deferral received during the term will be treated as withdrawals from the term 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 Student Support Team at support@aipc.net.au.

The Student Support Team 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 2-year timeframe. A copy of the letter is kept on the student's record.

Student Conduct Policy

AIPC Professional is a professional educational institute. AIPC Professional 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 Professional staff and other students with respect and courtesy at all times including during telephone conversations, in AIPC Professional offices and training rooms, and in web or email communication.
- Complying with all reasonable instructions and requests made by AIPC Professional staff. 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 professionally-appropriate clothing.
- 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 Professional 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 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, Sessional Facilitator, 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 *Student Complaints and Appeals Policy and Procedure.*

Privacy and Personal Information Policy

Overview

In the course of its business, the Australian Institute of Professional Counsellors 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.

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. 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.

The type of personal information that may be collected includes:

- Name, date of birth, contact details and identifiers (e.g., 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 during audit of the service we provide to you or information reporting requirements.
- Centrelink for those students who 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 providers of Higher Education, 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), 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.education.gov.au/using-site/privacy-statement-department-education 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 feedback@aipc.net.au.

Complaints about an alleged breach of the Australian Privacy Principles
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 complaints 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.

Sexual Misconduct

The Institute has zero tolerance for sexual assault and sexual harassment and is committed to providing additional and personal support services and referrals for students affected by these behaviours in accordance with the *Student Academic and Wellbeing Support Policy*. 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.

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

Definitions
Sexual Assault
Sexual assault is unlawful and constitutes serious misconduct. 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, Criminal Code Act 1899 (Qld)).

Consent must be freely and voluntarily given by a person with the cognitive capacity to do so and can be revoked at any time. Consent cannot be given by an individual who is unconscious, asleep, or under the influence of drugs or alcohol.

Further, and in accordance with the Criminal Code Act 1899 (Qld) a person's consent to an act is not freely and voluntarily given if it is obtained:

- by force; or
- by threat or intimidation; or
- by fear of bodily harm; or
- by exercise of authority; or
- by false and fraudulent representations about the nature or purpose of the act; or
- by a mistaken belief induced by the accused person that the accused person was the person's sexual partner.

Sexual assault is	Sexual Assault is not
▪ sexual intercourse without consent; ▪ oral sex without consent; ▪ anal sex without consent; ▪ groping and inappropriate touching of a sexual nature without consent.	▪ a consensual sexual act or behaviour.

Sexual Harassment

Sexual harassment is unlawful under the Anti-Discrimination Act 1991 (Qld) and the Sex Discrimination Act 1984 (Cth) and constitutes misconduct. Sexual harassment is a form of harassment and includes any unwelcome or unsolicited conduct of a sexual nature that is offensive, humiliating, intimidating or threatening. The behaviour does not have to be repeated for it to constitute sexual harassment.

Conduct of a sexual nature includes making a statement of a sexual nature to a person, or in the presence of a person, whether the statement is made orally or in writing.

Sexual harassment occurs in circumstances where a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated.

Sexual harassment is	Sexual harassment is not
One-off or repeated incidences of: ▪ 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;	▪ sexual contact that has been engaged in with consent of the recipient, when the consent has not been obtained through fear, intimation, threats or force or where there is a power imbalance in the relationship; ▪ 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).

▪ subjecting a person to sexually offensive screen savers or images in electronic or other form.	

The Institute will work to prevent sexual assault and sexual harassment by means of the following steps:

- The Institute will make clear its zero tolerance for sexual assault and sexual harassment, and related expectations and responsibilities of students and staff, in student orientations, staff inductions, regular information updates to students and staff, information published in the Student Handbook, which is available on the Institute's website, through workshops and other educative measures, and through an accessible and clear set of policies and procedures, notably the Staff Code of Conduct and the Student Code of Conduct.
- The Institute will, through the mechanisms described above, effectively communicate the options available for reporting sexual assault and sexual harassment and the actions that may consequently be taken by the Institute.
- The Institute will encourage students and staff to report incidents of sexual assault and sexual harassment, and situations in which the threat thereof is developing, making clear that the victimisation of those reporting incidents is not tolerated.
- The Institute will strive to build a culture of respectful and considerate interaction within its community of students and staff.

Reporting and Disclosure

The Institute encourages individuals to report incidents of sexual assault and/or sexual harassment. 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 supports individuals who have been affected by sexual assault and/or sexual harassment 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 and/or sexual harassment 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:

- Ensure privacy (in line with policy 2.14 Privacy and Personal Information Policy)
- Listen, show empathy and respect
- Refer and recommend specialised support
- Acknowledge that the survivor may or may not wish to report the incident formally.
- Look after yourself

The manner in which a person responds to a disclosure of sexual assault or sexual harassment 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.

AIPC 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 verbally 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 AIPC without taking action against the alleged perpetrator.

Informal disclosures are to inform the AIPC 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. AIPC'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 AIPC.

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.

Investigation
The Institute cannot determine whether a civil wrong or a crime has occurred. The Institute can only determine whether a person(s) has breached the Institute's Code of Conduct or other relevant policy and agreement.

The parties involved should be advised that any investigation conducted by the Institute does not replace a criminal process. This also means that this policy may not be applicable in situations whereby a complaint or report is made about someone external to the Institute. The Institute has limited investigative resources or mandate as the police, and the person(s) involved should consider making a police complaint if there are serious allegations of criminal behaviour.

Bullying, Harassment and Discrimination

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 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, discrimination, bullying and other forms of intimidating or unlawful behaviour against other students and staff.

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.

The Institute is committed to providing additional and personal support services and referrals for students affected by these behaviours in accordance with the *Student Academic and Wellbeing Support Policy*.

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

Definitions

Harassment
Harassment is repeated behaviour directed at an individual or group of students or staff, which is offensive, humiliating, intimidating, or threatening. The behaviour is typically unwelcome and impedes effective work or study.

Harassment occurs in circumstances where a reasonable person would have expected that the behaviour is going to be offensive, humiliating or intimidating and is sexual in nature or is based on gender, race, disability, sexual orientation, or the range of other factors listed in the relevant Commonwealth and state legislation.

Harassment is	Harassment is not
▪ 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.	▪ 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.

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 (including mental 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
▪ 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; ▪ deliberating 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.	▪ 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 based on 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
▪ 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; ▪ 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 based on an attribute such as gender identity, sexual orientation or race.	▪ 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; ▪ 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 bullying, harassment, and discrimination and commits to providing a safe, equitable, inclusive study and work environments for students and staff. In particular the Institute will:

- Promote and encourage commitment to the core values which counter bullying, harassment, and discrimination, including through the modelling of appropriate behaviour by staff;
- Clearly communicate its zero-tolerance for bullying, harassment and discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate its expectations of respectful and non-discriminatory behaviour, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate options for reporting incidents of harassment, bullying and discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate options for persons to seek support if they are experiencing bullying, harassment or discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website

- Clearly communicate advice to all staff and students on actions they can take to enhance their personal security and safety, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Ensure that overseas students are provided with general information on safety and awareness relevant to life in Australia, including in the Student Handbook, which is available on the Institute's website and in orientation programs and in pre-arrival information
- Educate all staff of their responsibilities under this policy.

Reporting and Disclosing Incidents

AIPC encourages individuals to report incidents of 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 the incident has been reported to police.

AIPC supports individuals who have been affected by 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 where there is a continued/immediate threat to the safety of the individual or others.

An individual who has been the subject of 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:

- Ensure privacy
- Listen, show empathy and respect
- Refer and recommend specialised support
- Acknowledge that the individual may or may not wish to report the incident formally.
- Look after yourself

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.

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

Self-Management

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 verbally 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.

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 acting 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 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. AIPC'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 and will maintain confidentiality, except as required by law.

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, relevant details and its outcome.

Diversity and Inclusion Policy

The Institute acknowledges and values the diversity of its students and population and adheres to the following principles to maintain inclusive practices in its daily operations:

- Commits to create and sustain an inclusive and accessible (physical and virtual) environment and facilities for all students and staff to access, including an inclusive curriculum.
- Acknowledges the value that a diverse student cohort and staff population contributes to achieving excellence.
- Commits to create and maintain a supportive, inclusive, and respectful environment for its students and staff that is free from discriminating, bullying, and harassing behaviour.
- Creates and offers study and work opportunities for its students and staff population from disadvantaged and underrepresented groups.

The Institute will periodically review its initiatives to integrate its diversity and inclusive approach throughout its policies and procedures. This includes, but not limited all its materials (in print and online) such as access for students with disabilities and/or individual learning needs, teaching materials and staff development materials.

The AIPC Provost will report annually to the AIPC Governing Board on its diversity and inclusion review and any corrective actions taken.

Graduates of the Institute will have an understanding of inclusion and equity which they can apply in their professional and personal practices

The Institute ensures its students and staff population are receiving appropriate support. Any issues that may have an adverse impact on them or in breach of this policy are identified and appropriately addressed and investigated by the Chief Executive Officer.

The Institute identifies and acknowledges specific areas that inform its strategies and initiatives related to diversity and inclusion. These areas of focus include:

- Aboriginal and Torres Strait Islander peoples;
- People with disability;
- People with cultural and linguistic diversities;
- People with gender, sex and sexual diversities;
- The under-representation of women in senior positions;
- People with caring responsibilities;
- People from lower socio-economic backgrounds;
- Students from rural, remote, and isolated areas; and
- Other protected groups as defined under Australia's human rights and all related legislation.

Students and staff are not required to disclose if they identify with any of the relevant attributes listed above; any disclosure is entirely optional. However, the Institute encourages current staff and students to disclose this information to support the Institute in reviewing and evaluating current inclusion and diversity supports and initiatives.

Any disclosed information will be kept confidential in accordance with the *Privacy and Personal Information Policy*.

Students and staff who believe they have experienced discrimination and harassment in breach of this policy should contact the Institute, as outlined in the *Student Complaints and Appeals Policy* or the *Staff Grievance Policy*.

Student Complaints and Appeals

This policy provides a set of principles that regulate the Institute's approach to managing student academic complaints and appeals and utilises information and feedback from appeals to improve the student experience at the Institute.

This policy enables students to request assessment and/or subject results to be reviewed and complaints on academic matters to be submitted for resolution/recourse.

Procedure

The complaints and appeals procedure can be used by complainants to submit a complaint of an academic or non-academic nature. Complaints of an academic nature include issues related to assessment; awards in a course of study; curriculum; and student progress.

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 complaint 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 to both the complainant and respondent;
- where the internal or external complaint 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; and

- there is no cost to the complainant to utilise Stage One or Stage Two of this procedure.

Stages One and Two - Appeals Against an Assessment Result

Students should initially contact their Lecturer and seek further information regarding the reason for their assessment result within 15 days from the day on which their result was released. The appeal should be forwarded in writing with a copy of the completed assessment/s including the Lecturer's assessment comments to the Dean at dean@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 10 working days of receipt of the appeal. If the assessment was originally marked by the Program Leader, the assessment is to be independently reviewed by another academic staff member not involved in the original marking of the assessment. If the student is still not satisfied with the decision of the Program Leader, they may then appeal the decision as described in Stage Three below.

Stage Three– Appeal Against Review Outcome

If a complainant is dissatisfied with the outcome of Stages One and Two, they may lodge an appeal form within ten (10) working days of receiving notice of the outcome of their Stage Two complaint or appeal to the Provost at provost@aipc.net.au.

Receipt of the complaint will be acknowledged in writing withing ten (10) days. The assessment of the Stage Three appeal will commence within ten (10) working days of being received. The complainant will be advised in writing the outcome of their Stage Three appeal, including detailed reasons for the decision, within ten (10) days of lodgement of the appeal.
The complainant will be advised of their right to access Stage Four of this procedure if they consider the matter unresolved.

Stage Four– External Review

If the complainant is not satisfied with the outcome of Stage Three, 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:
PO Box 440
Chatswood NSW 2057
Ph: 1800 651 650 Fax: (02) 9251 3733
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. 50% of the fee will be borne by the Institute and 50% by the student.

The Institute agrees to participate in good faith in the mediation process and be bound by the external Mediator's recommendations. The Chief Executive Officer ensures any recommendations made are implemented within thirty (30) days of receipt of the report from the external Mediator.

If the complaint 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, National Student Ombudsman, or other bodies as appropriate.

Record Keeping and Confidentiality

Records of all complaints responded to under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the complaint appropriate access to these records, upon written request to the Chief Executive Officer. These records will be maintained at AIPC Head Office, 230 Brunswick St, 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 *Academic Appeals Policy* limits the rights of students or persons seeking to enrol with the Institute to act 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 AIPC Governing Board of The Australian Institute of Professional Counsellors Pty Ltd 29 August 2022. 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.

As detailed in the Policies above, students can seek mediation/resolution through external avenues. AIPC management and academic staff will participate willingly as required in these external avenues to reach successful resolution of the matter.

Non-Academic Complaints and Appeals

This policy provides a set of principles that regulate the Institute's approach to managing non-academic student complaints and appeals and utilises information and feedback from complaints to improve the student experience at the Institute.

This policy enables students make complaints on non-academic matters to be submitted for resolution/recourse.

For the purpose of this policy and procedure, a non-academic complaint can be submitted by a student enrolled or a person seeking to enrol to express dissatisfaction with any aspect of the Institute's services and activities. The complaint may be an expression of dissatisfaction with, but not limited to:

- The enrolment, induction/orientation process;
- The quality of education provided;
- The quality of support services provided
- Handling of personal information and access to personal records;
- The way someone has been treated;
- Interactions with an AIPC-approved education agent; and
- Interactions with any AIPC-preferred services partner.

At any time during the process, the student can seek independent professional advice and/or have another person or third party communicate or advocate on their behalf. Confirmation from the student that another person or third party is communicating or acting on their behalf is required in writing.

Before an Issue Becomes a Formal Complaint

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

In the first instance, students or potential students who are dissatisfied with an Institute service or activity are encouraged to speak immediately with Student Support Staff or an Academic staff member to resolve the issue. Please note that it is not mandatory for complainants to raise a complaint informally.

Procedure
The complaints procedure can be used by complainants to submit a complaint of a non-academic nature, including complaints in relation to personal information that the Institute holds in relation to a student.

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 complaint 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 to both the complainant and respondent;
- where the internal or external complaint 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; and
- there is no cost to the complainant to utilise Stage One or Stage Two of this procedure.

Stage One – Formal Complaint
The following procedure can be utilised by complainants to submit a complaint of a non-academic nature. Students who wish to appeal an assessment result should use the procedure outlined in *Academic Complaints and Appeals* in lieu of the information below.

Formal complaints must be submitted in writing to the Head of Operations at feedback@aipc.net.au.

Receipt of the complaint will be acknowledged in writing within seven (7) days. The complaint handling process will commence within ten (10) working days of the receipt of the formal complaint and all reasonable measures will be taken to finalise the process as soon as practicable.

The Head of Operations, or their nominee, (who must be independent of the complaint) will then assess the complaint; determine the outcome; and provide a written response to the complainant, including detailed reasons for their decision, within twenty-eight (28) working 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 Against Complaint or Review Outcome
If a complainant is dissatisfied with the outcome of Stage One, they may lodge an appeal in writing to the Provost or delegate within twenty (20) working days of receiving notice of the outcome of their Stage One complaint or appeal at provost@aipc.net.au.

Receipt of the complaint will be acknowledged in writing withing seven (7) days. The assessment of the Stage Two appeal will commence within ten (10) working days of being received. The complainant will be advised in writing the outcome of their Stage Two appeal, including detailed reasons for the decision, within twenty-eight (28) days of lodgement of the appeal.

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

Stage Three – Internal Review

If a complainant is dissatisfied with the outcome of Stage Two, they may lodge an appeal in writing to the CEO or delegate within twenty (20) working days of receiving notice of the outcome of their Stage One complaint or appeal at ceo@aipc.net.au.

Receipt of the complaint will be acknowledged in writing withing seven (7) days. The assessment of the Stage Three appeal will commence within ten (10) working days of being received. The complainant will be advised in writing the outcome of their Stage Three appeal, including detailed reasons for the decision, within twenty-eight (28) days of lodgement of the appeal.

The complainant will be advised of their right to access Stage Four of this procedure if they consider the matter unresolved.

Stage Four – External Review

If the complainant is not satisfied with the outcome of Stage Three, 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:

PO Box 440
Chatswood NSW 2057
Ph: 1800 651 650 Fax: (02) 9251 3733
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. 50% of the fee will be borne by the Institute and 50% by the student.

The Institute agrees to participate in good faith in the mediation process and be bound by the external Mediator's recommendations. The Chief Executive Officer ensures any recommendations made are implemented within thirty (30) days of receipt of the report from the external Mediator.

If the complaint 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, National Student Ombudsman, or other bodies as appropriate.

Record Keeping and Confidentiality

Records of all complaints responded to under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the complaint appropriate access to these records, upon written request to the Chief Executive Officer. These records will be maintained at AIPC Head Office, 230 Brunswick St, 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 *Non-Academic Complaints and Appeals Policy* limits the rights of students or persons seeking to enrol with the Institute to act 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 AIPC Governing Board of The Australian Institute of Professional Counsellors Pty Ltd 29 August 2022. 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.

As detailed in the Policies above, students can seek mediation/resolution through external avenues. AIPC management and academic staff will participate willingly as required in these external avenues to reach successful resolution of the matter.

Changing your Contact Details

Please advise any changes to your contact details such as address, telephone numbers or email address in writing to the Student Support Team at 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 textbook 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 11 or later operating system*
- *Microsoft Office 2013 or later software programs*
- *ADSL or better Internet access.*
- *Access to a webcam*

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. All Institute Student Support Centres each have computer systems available for students to use.

Providing Education to Students with a Disability Policy

In the context of this policy, a person with a disability is someone who has temporary or permanent disabilities; physical, intellectual, sensory, neurological, learning or psychosocial disabilities, diseases or illnesses, physical disfigurement, medical conditions, or work-related injuries. An adjustment is a measure or action that has the effect of assisting a student with a disability:

- In relation to admission or enrolment — to apply for admission to, or enrolment with, the education provider;
- In relation to a course or program — to participate in the course/program or subject/unit; and

- In relation to facilities or services — to use the facilities or services of the education provider;
- On the same basis as a student without a disability, and may include an aid, a facility, or a service that the student requires because of their disability. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

Disclosure

Disclosure by students, of any disabilities they might have, is entirely optional; however, disclosure is encouraged since it can play a key role in developing, assessing the effectiveness of, and improving, the Institute's strategies, processes and actions in relation to students with a disability.
While the Institute endeavours to provide a learning environment, a curriculum, and a student experience which are accessible to students with disabilities, disclosure, and related documentation, is a requirement for receiving specialist support or the approval of a reasonable adjustment.

Students may disclose details of their disability on their application form or disclose their disability at later time.

Information disclosed will be kept confidential and will be used to develop, assess and improve equity strategies and actions, and for government reporting requirements.

Admission and Enrolment

The Institute will provide information on its website about its courses and its admission requirements and processes in a format that takes into consideration good practice accessibility guidelines.

The Institute will assist students with a disability in regard to admission and enrolment processes, as requested.

The Institute implements non-discriminatory student selection procedures that encourage fair access for members of under-represented groups.

Learning and Teaching

The Institute's approach to curriculum development, provision of learning resources and materials, models of delivery, and provision of facilities, is informed by principles of universal design and by sensitivity to the needs and circumstances of students who may have a disability.

The Institute makes reasonable adjustments in assessing the achievement of the learning outcomes of units, including the use of alternative assessment techniques, provision of adaptive equipment, extensions for assignment, extended examination periods, separate examination rooms.

In making reasonable adjustments, the Institute does not exempt students with a disability from the requirement to demonstrate learning outcomes or to meet other academic standards, including those standards required to be met by professional or external accrediting bodies; nor does a reasonable adjustment give a student an unfair advantage.

In some required work-integrated learning or placement units, there may be certain abilities or capabilities that students must have in order to achieve the learning outcomes of the unit and without compromising the health, safety and welfare of the student or of others. In such cases, reasonable adjustments may not be possible although this will be determined after extensive consultation with key parties including impacted student(s).

Information regarding mandatory work-integrated learning or placement components of courses; or any special prerequisites such as medical checks, registration with a professional body, police checks,

vaccinations, and academic and other requirements, must be published on the Institute's website and recruitment materials.

The Institute provides academic coachingg for students with a disability and has a system for monitoring the progress of students with (disclosed) disabilities.

In order to obtain academic coaching support or reasonable adjustments, students must provide documentation from a qualified and relevant health professional regarding their disability to academiccoach@aipc.net.au.

When a student discloses that they have a disability, they are referred to the Academic Coach for a confidential discussion on reasonable adjustments options. Students who would like to discuss their individual study and assessment needs are able to contact the Academic Coach directly on 1800 570 511 (Option 2) or email academiccoach@aipc.net.au.

The following steps are followed in making reasonable adjustments:

- Students who are identified as requiring reasonable adjustments may discuss with the Academic Coach possible strategies and options.
- The Academic Coach will, if necessary, seek advice from relevant external organisations or agencies for advice on the respective disability and possible options for access, participation and assessment.
- An Individual Learning Plan (ILP) is then developed with the student that incorporates suitable strategies and options based on the student's individual needs. The Program Leader will approve the ILP after confirming that it does not compromise academic standards, including assessment.
- The ILP is communicated to all necessary staff, such as Lecturers and Student Support staff, by the Academic Coach to ensure all are aware of the specific arrangements made with the student.
- The Academic Coach is responsible for following up with the student and Lecturers on a regular basis during each study period to monitor implementation and progress.
- The Program Leader is responsible for ensuring the steps relating to the ILP are taken, and that the specified strategies for students and options are considered and implemented.

Facilities

The Institute provides and equips facilities in a way that reflects its commitment to provide equitable opportunities for students to access, and to fully participate in the educational, social and cultural dimensions that contribute to their overall positive student experience.

The *Providing Education to Students with a Disability* covers the Institute's assistance in supporting students with a disability to encourage successful participation, progress and completion of their course. This includes students with a disability, long-term illness or mental health condition.
Staff who become aware of a student's need for disability support, or a carer's need for support, will proactively and sensitively encourage the student or carer to seek support.

Where the Institute is unable to provide the support required, it will refer the student or carer to an external service provider.

Student Academic and Wellbeing 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:

Counselling, Health and Mental Health Support

The Institute is committed to promoting the health, mental health and well-being of its students and accordingly provides expert, confidential counselling, and health-related services.

Students may like to speak to a pre-service counsellor from the Australian Counselling Service (ACS). ACS is AIPC's clinical counselling division, and its pre-service counsellors (AIPC students on placement) provide high quality and highly subsidised counselling services to the general public.

Alternatively, students are recommended to visit the Australian Counselling Association website where they can access the names and contact details of counsellors in their locality.

Staff who become aware of a student's need for health, mental health or well-being support will proactively and sensitively encourage the student to seek support

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.

Career Services and Advice

If students require assistance with career services or advice, they are to contact the Student Support Team. The Student Support Team 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 Student Support Team. 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 to the Student Support Team at support@aipc.net.au.

The Student Support Team 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 Student Support Team. The student will be referred to a reputable and qualified legal service or representative in their locality.

Cultural Support

Each state and territory has community support organisations to help those wanting to connect with others from their cultural background. Some include https://www.multiculturalaustralia.org.au/ (QLD), https://www.amcservices.org.au/ (VIC) and https://www.mscwa.com.au/ (WA).

Academic and English Language Support

The Institute acknowledges the diverse needs of its student population and aims to support the educational needs of all students, regardless of their background. The Institute provides students with

academic support, which includes, among other things, study advice, additional tutorials, study and assessment skills, study groups, advice on academic integrity, and online learning resources.

Should a student require additional support such as literacy and numeracy skills assistance or English Language support, the student will be referred to an outside agency to provide the relevant assistance.

Teaching staff will regularly remind students of the availability of academic and English Language and support.

Teaching or other staff who become aware of a student's need for academic or English Language support will proactively and sensitively encourage the student to seek support, including in feedback on assessment items.

AIPC Professional students may be required to undertake a post-entry English Language assessment. This evaluation aims to identify early in a student's studies specific areas where they may need academic language support and to personalise this support to their individual needs.

Where the Institute is unable to provide the support required, it will refer the student to an external service provider.

Students can access support for improving English language writing skills through The English Language Place (www.englishlanguageplace.com.au). Please refer to their website for service and cost 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.

The Higher Education Learning Portal

The Higher Education Learning Portal (HELP) is the Institute's Learning Management System through which online information regarding courses, units, assessment information, learning support, discussion forums and the like. It is found at (http://help.aipc.com.au).

All students are provided with individual log-in details for the HELP system upon enrolment and will receive an induction on its use and updates on relevant changes.

Lecturers maintain the currency of the HELP pages for their units, ensuring the availability of learning resources and materials, unit and assessment information, discussion forums, links, and videos relevant to each unit, and enabling students to connect with other students and with their Lecturers.

Lecturers engage regularly with their students through webinars, forum discussions, videos, links, quizzes, and other online learning tools. All online units include a weekly webinar to complement the written learning materials provided for the unit.

The HELP site has several general resources available for students to assist with their integration into academic studies, including the Student Success Companion, the Academic Success module, referencing guides, Student Handbooks, example essays and FAQs.

Contact by Lecturers

Lecturers send an introductory email to students in each unit for which they are responsible at the commencement of the first week of each study period. This email includes essential information relevant to the unit, how to begin with studies, and assessment requirements.

Weekly emails or announcements are sent to students by Lecturers to students, with information relevant to the unfolding content of the unit.

Lecturers proactively contact students who do not appear to be participating in their studies, using by email, text, or telephone.

Lecturers provide students with the opportunity to meet with them online, by teleconference or face to face during each study period.

Study Assistance Line

Students studying online units who have questions about the academic content of their studies, such as clarification of concepts or assessment matters, can call the Higher Education Admin Team on 1800 570 511 (Option 2). Calls from students will be referred to the Lecturer for the relevant unit.

Lecturers will respond to student queries within timeframes that are reasonable given their days and hours of work, and on the same day where possible.

Online Study Assistance

All students can email their Lecturer with any academic questions or with post HELP forum questions at any time during the relevant study period.

Lecturers will respond to student queries within timeframes that are reasonable given their days and hours of work, and on the same day where possible.

Additional Tutorials

Students can request additional one-on-one and small group tutorials with their Lecturer. These optional tutorials are in addition to the attendance requirements of the relevant unit and are for those students requiring extra assistance with their studies.

Feedback and Advice from Lecturers

Students can obtain ongoing feedback and advice from their Lecturers through individual consultations by email, by telephone or face to face, including regarding preparation of, and for, assessments.

Student Networks

Students can contact other students through the student lists for specific units on HELP.

Students can also join the AIPC Higher Education group on Facebook to interact more broadly with other students. Students are advised of this by Student Support Staff at the commencement of their studies.

Assistance with Information Technology

Students can contact Student Support staff on support@aipc.net.au if they require assistance with IT-related matters or troubleshooting.

Students at Academic Risk

The progress of students identified as being at academic risk is monitored by the Program Leader, with guidance and direction to assist the student's progress provided to Lecturers and Student Support staff as needed. An Individual Learning Plan (ILP) may be developed with the student that incorporates suitable strategies and options based on the student's individual needs.

Academic Information and Requirements

Orientation

In your Enrolment Pack, you will find information about our Orientation Sessions of which you can attend via webinar. 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'.

Please inform Student Support Staff by calling 1800 570 511 (Option 1) or send an email to support@aipc.net.au and indicate that you will be attending. Students will be provided with the log-in details for the Orientation Session and are to notify the Student Support Team of their absence.

Provision of Learning Resources and Course Materials

Students are provided an electronic copy of a Study Guide and Book of Readings for each unit which is accessed and downloaded from the Higher Education Learning Portal (HELP).

Studying Externally

External delivery of AIPC Professional involves students following a directed study schedule for each week of the unit.

In addition to accessing the set text/s for the unit, each external student will be provided with:

- Access to the Learning Management System, which contains instructions, information, theory, practice exercises and self-assessment exercises relevant to the content covered in each week of the unit. The HELP site also contains an overview of the unit, 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 unit.

Students undertake directed study by utilising the Learning Management System. The LMS introduces new concepts, skills and theories for each week of content outlined in the unit's 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 unit, and teleconferences may also be offered.

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

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

Prior to the term beginning, all students are provided with a username and password to access the Institute's Higher Education Learning Portal (HELP) at https://help.aipc.com.au and which contains Online Library access.

The Higher Education Learning Portal enables students to access learning materials and readings for the units in which they are enrolled, chat with other staff and students via the 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 570 511 (Option 1) or support@aipc.net.au who will troubleshoot in the first instance, and refer the matter to IT staff if needed.

Accessing Further Reading Resources

There are a few options that you might like to consider accessing further resources:

1. Join your local community or university library.
2. Research on the web – the Study Skills Guide provides some useful tips to locate valid and worthy references from the internet.
3. Access the ProQuest Psychology Journals and EBSCO electronic databases of full text psychology and related journals. AIPC pays a subscription each year for access to these electronic databases of journals.

Assessment Overview

Constructive Alignment

- Assessment provides a measure of a student's attainment of Course Learning Outcomes.
- AIPC Professional employs a course-wide approach to assessment. All assessment in courses is explicitly aligned with course aims and learning outcomes, the respective level of the AQF, content, experiences, and Graduate Attributes.
- The structure of the course and its assessment enables the progressive development of skills, knowledge and understanding from the fundamental and foundational level to more specialised concepts and their application.
- Units require students to complete a series of summative assessment items.
- Assessment weightings and level of difficulty are set in accordance with AQF level of the course, subject/unit learning outcomes and year of study.

Fairness

- Assessment occurs after the content has been covered thus enabling the acquisition of the necessary knowledge and skills prior to assessment. In subjects/units where skills acquisition is required, ongoing practice of these skills occurs during the webinars to facilitate development of these skills prior to assessment.
- Information about assessment (including moderation, grading, feedback, rubrics, instructions) is transparent and communicated to students on the subject/unit site of the Higher Education Learning Portal (HELP), and in plain language by the first week of the semester.
- Assessment is designed to be equitable and inclusive of all students and study modes.
- Student workload requirements for completion of assessment items are consistent across year-equivalent units. Course-level assessment design balances student and staff workloads within and across teaching periods. It is feasible for students to complete assessment and for staff to mark and provide feedback on assessment within the subject/unit timeframe so that students have adequate time to understand and incorporate feedback.
- Results and feedback on marked assessment items are to be provided within 3 weeks of the due date of the assessment. For a subject/unit of standard length:
    a. the maximum weighting of an assessment item is 60% of the total summative assessment for the subject/unit
    b. the minimum weighting of an assessment item is 10% of the total summative assessment for the subject/unit
    c. the maximum weighting for the group component of teamwork is 50% of the total summative assessment for the subject/ unit
    d. the maximum number of summative assessments per subject/unit is 3

Academic Integrity

- Assessment and feedback promote academic and professional integrity. Assessment is designed and conducted to assure the integrity of the assessment process. Students are provided with opportunities to develop their understanding and practice of academic integrity. Assessment design aligns with the *Academic Integrity Policy*.

Assessment Design

- Each subject/unit is assessed using a combination of formative and summative assessment methods that are suited and applicable to a subject/unit's particular content and learning outcomes.
- Assessments facilitate the integration of theory and knowledge into practice.
- All assessment must align with Assessment Types defined in the Student Handbook and in the Assessment Types Schedule.
- To develop a student's critical thinking skills, assessments progressively require students to research, analyse and critically evaluate topics such as theories, ethical and professional issues.
- Students are provided with the opportunity to engage with a variety of assessment types.
- Assessment design is grounded in the scholarship of learning and teaching, discipline-specific approaches, and regulatory requirements.
- Several counselling units require students to undertake assessments that show practical demonstration of skills and application of theory to practice. Internal students are assessed on these skills during classes.

Quality Assurance

- The validity and assurance of attainment standards are regularly monitored through moderation of results and regular expert review and benchmarking of assessment instructions, standards and rubrics.

Students may encounter the following types of assessment during their degree:

Assessment Type	Description
Case Study Analysis	A written analysis of a particular case or media 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.
Literature Review	Search and evaluation of literature relating to a specific topic. May be related to research (and the research proposal (see below).
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.
Role Play Analysis	Students review skills used in a pre-recorded role play.

Marking, Grading and Feedback
All assessments, and final subject/unit results, are graded as follows:

Grade	Code	Percentage Marks	Grade Point	Description
High Distinction	HD	85% – 100%	7	Outstanding performance demonstrating an exceptional level of understanding and achievement.
Distinction	D	75% – 84%	6	Excellent performance demonstrating an advanced level of understanding and achievement.
Credit	C	65% – 74%	5	Good performance demonstrating a high level of understanding and achievement.
Pass	P	50% – 64%	4	Satisfactory performance satisfying basic learning requirements.
Fail	F	Less than 50%	With participation: 1.5 Without participation: 0	Unsatisfactory performance, fails to satisfy basic learning requirements.
Non-graded Pass/Fail	NGP/NGF			Satisfactory/Unsatisfactory demonstration of the learning outcomes for this subject/unit. (This is the grade used for practicum and industry project units).

The awarding of grades must be a deliberate process, requiring the exercise of academic judgement in maintaining consistent standards. Distributions of grades for each subject/unit are reported by the Lecturer to the respective Program Leader. Formal moderation of marking is undertaken regularly to ensure consistency across markers.

At the end of each study period, grades are reviewed and finalised by the Examiners' Committee. Grades for units are issued within 3 weeks of semester completion. Students dissatisfied with an assessment mark can request review of the mark through the *Student Complaints and Appeals Policy*.

Feedback is explicitly aligned with course and subject/unit learning outcomes, providing students with opportunities to improve their learning in the subject/unit and across the course. Feedback is timely and encourages students to develop self-evaluation skills for lifelong learning.

Post-Assessment Internal Moderation
Internal moderation ensures that student assessments are marked consistently and validly. Feedback is provided to the Lecturer as required, and marks are modified if required. Review and possible modification of the original mark and/or assessment rubric for the assessment will only be made if variations of <10 marks occur from the internal moderation process.

Unsatisfactory Course Progress

AIPC defines unsatisfactory course academic progress as:

- The failure of 50% or more of the units attempted in a study period
- The failure of a unit for the second time
- Failure of work integrated learning components of the course (e.g., Counselling Placement)
- The failure to comply with academic conditions prescribed in the established Individual Learning Plan for students identified as at risk
- Exceeding the maximum time limit for completion of an award course
- Failure to comply with course progress requirements under the *Education Services for Overseas Student Act 2000*.

Determining Unsatisfactory Course Progress
The results of all students are reviewed by the Examiners' Committee after the completion of grading for the previous term.

Intervention Strategy for Students at Risk of Unsatisfactory Course Progress
For students identified through indicators listed above:

- The Program Leader contacts student to arrange an intervention discussion with the student.
- Students identified at risk of unsatisfactory course progress must meet with Program Leader and Academic Coach to discuss their academic progress and the reasons for their poor course progress.
- An Individual Learning Plan (ILP) is developed by the Academic Coach.
- Specific intervention may include, but not be limited to, the following actions:
    - Having students attend regular learning support sessions that may assist student with time management, study skills and essay writing
    - Study sessions with unit specialists
    - Regular check-ins by student with Lecturer
    - Activities to engage with the learning materials for the unit
    - Timeframes and tasks to be met for satisfactory preparation for assessment
    - Counselling that may assist with personal issues that may be affecting progress
    - Reviewing appropriateness of course selection
    - Approval of a reduced study load
    - Reasonable adjustments where the student is identified as having a disability
- As a condition of their ongoing enrolment, the student is required to sign the ILP that details the obligations of the student and the responsibilities of AIPC Professional to work together to improve the student's course academic progress.
- ILPs are initiated and updated by the Academic Coach as needed, and are shared with relevant academic staff if required. A copy of the Individual Learning Plan and any other agreed outcomes is also kept on the student's file.
- The Academic Coach schedules follow-up contacts to monitor progress against the ILP until such time as the student is engaging successfully in their studies in terms of attendance and academic success. If an Individual Learning Plan has specific conditions, the conditions must be recorded and progress against them monitored so that there can be a formal demonstration of student fulfilment or non-fulfilment of conditions.
- The Academic updates student's profile with details of support, adjustments, conditions, and progress against conditions.
- The progress of students identified as being at academic risk is monitored by the Academic Coach with guidance and direction provided by the Program Leader as needed to assist the student's progress.

AIPC's Intervention Strategy is implemented within the first four (4) weeks of the following study period or sooner if possible if a student is identified as likely not to achieve pass marks in 50% or more units in a study period.

Cancellation of Enrolment of Students Identified as making Unsatisfactory Course Progress
Students may be excluded from their course when they have made unsatisfactory academic progress. A

student who is excluded from a program of study is not permitted to enrol in any units forming part of that program.

The Examiners' Committee may recommend to the Program Leader that a student be excluded from the course where:

- The student has been identified as making unsatisfactory course progress in two consecutive study periods and;
- AIPC's intervention strategies have been implemented after the student was assessed as not making satisfactory course progress at the end of the first compulsory study period after which the student was again assessed as making unsatisfactory course progress at the end of the second consecutive compulsory study period

Study Assistance and Support

AIPC Professional 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 1800 570 511 (Option 2) to receive academic support and guidance over the phone. Calls from students will be referred to the Lecturer for the unit with students being able to discuss and clarify concepts and assessment requirements.

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

2. Online Study Assistance

All students are able to email their Lecturer or post on the unit'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 term. Webinars will cover key concepts within the unit, 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.com.au/ or by calling the AIPC Professional Support Officer on 1800 570 511. 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 term, the Lecturer for each unit and AIPC Professional Support Team will contact students by phone, email or the HELP portal to communicate information about their studies or any other important matters occurring during the term. Students are strongly encouraged to contact their Lecturer/s and the AIPC Professional Support Team by phone, email or the HELP portal during the term for assistance as they need to.

6. Appointments/Communications with AIPC Professional Student Support Officer

All students are able to talk with the AIPC Professional Support Team to discuss any non-academic issues about their studies or enrolment with the Institute. The AIPC Professional Support Team can be contacted on 1800 570 511 (Option 1) or support@aipc.net.au. External students are particularly encouraged to contact the AIPC Professional Support Officer by telephone or email at any time during studies.

Submitting Written Assessments

Each unit 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 taught in detail within the course.

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 unit requirements will be included in the assessment information for the respective unit. Please discuss this with the Lecturer for your unit.

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?
- Have you filled out your GenAI declaration form?

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

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 in writing to the unit's Lecturer for an extension. This can be done either via email. 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 unit only**. Students must consult with the Lecturer of the relevant unit 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 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.
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:

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 emailed 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 verify that the document is an original or a certified copy by a JP.

Where possible, the student should apply for special consideration within 14 days prior to the assignment, examination, or teleconference 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, or teleconference is acceptable.

For examinations, application in writing is to be provided to the Program Leader, who 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 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 Lecturer, who 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). Indigenous cultural commitments are acceptable grounds for approval of special consideration applications.
4. Applications made after 72 hours after the assignment due date, examination date or Residential School has commenced.
5. Study workload.

Supporting Documents

In all instances of request for Special Consideration, supporting documentation must:

- Identify the circumstance/s.
- Include dates and/or length of circumstance/s.

Supporting documentation can include, but is not limited to, the following:

Special Circumstance	Documentation
Medical illness or injury Psychological illness Cognitive function impairment	Medical documentation or psychological report from a registered health practitioner
Sad News/Sorry Business Death of close relative or close friend	Death certificates or death/funeral notices or funeral service pamphlet plus evidence of the relationship with the deceased person (if requested by the staff member processing the request); or a Student Declaration
Adverse experience, including witnessing or being the victim of a serious crime, domestic violence, or sexual assault	Student Declaration and appropriate supporting documents (for example, eviction notice, police report)
Natural disaster Political upheaval Acts or war or terrorism Global pandemic	Government department advisories and public health directions Known facts, media reports or other information relating to political upheaval, natural disasters, pandemics or other circumstances
Employment-related reasons	Signed letter on official letterhead from a current employer or, if self-employed, a signed letter from the business accountant
Sporting commitment reasons	Signed letter on official letterhead from the relevant sporting body
Active Defence Force Defence Reservist or other emergency services commitments	Signed letter on official letterhead from the Defence Reserve or recognised emergency services organisation
Legal commitments	Jury notice or court appearance order
Involvement with the justice system	Letter or email from the relevant case manager or officer

Where possible, the student should apply within 14 days prior to the assignment or examination 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 or examination date is acceptable.

Outcomes of an application for Special Consideration may include:

- No action (application does not meet requirements of this policy and procedure)
- Extension of assessment or examination due date

- Alternative assessment

Information supplied as part of an application for Special Consideration will be treated in confidential manner and in accordance with *Privacy and Personal Information Policy* and the provisions of relevant state and federal information handling acts, regulations, and statutes. All applications and responses are held in a central file at Higher Education.

Written Assignments and Examinations
For an extension to an assignment or examination due date, the student is to apply in writing to the subject email address. Applications are checked by the HE Administration Officers and further information is requested from the student if needed.

Complete applications are provided to the Lecturer for consideration of the student's circumstances, and confirm in writing the outcome within 3 days of receipt of the application.

If a student requires an extension of more than 7 days for the submission or completion of the assessment, the matter is referred to the Program Leader for their consideration.

Students submitting late assignments who do not apply for special consideration or have not had their request for special consideration approved, will be penalised 5% of the assignment mark for each day the assessment is received after the due date.

Deferred Results
All student results are released within the timeframe as stipulated in *Issuing Results and Statement of Academic Records*, regardless of Special Consideration status.

When a student is awarded an extension of time for the completion of an assessment item beyond the end of the teaching period, the Institute will defer the student's overall result for the unit or subject.

The lecturer and student are responsible for negotiating timeframes for assessment tasks with a due date extended beyond the end of the teaching period. In negotiating the extension timeframe, the lecturer and student acknowledge their responsibility in ensuring the assessment item is submitted and graded in a timely manner.

Students will be awarded an administrative grade of S (Special Consideration). Final unit or subject grade will be released after the assessment item has been graded.

When a deferred result (Special Consideration) has been granted, the result must be finalised and resolved no later than one (1) week prior to the census date of the subsequent study period.

Where a student fails to meet the scheduled requirements and/or timeframe for their approved Special Consideration, the student will receive a fail grade and the original mark for the subject will stand.

Unit Re-enrolment Policy

Students who receive a mark of Fail for the unit are required to re-enrol for the unit. If the student re-enrols in the unit within 12 months (and the subject assessment requirements have not changed), they may use the marks for the assessment items that the student passed successfully. Alternatively, students can seek permission from their Lecturer to re-submit an improved version of their previous assignment for the unit. This permission is important to ensure that the Lecturer is aware that academic integrity issues may arise.

Academic Misconduct

Academic Misconduct usually refers to a breach of academic integrity and includes any situation in which the assessment work presented by the student is not their own or does not appropriately acknowledge the originator of the work. Academic misconduct also includes cheating and falsification of data and

misuse of Artificial Intelligence. Academic misconduct can occur in many forms and covers a range of unintentional and intentional 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 or services during assessment.
- Contract Cheating – having another person or service 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.
- Collusion – committing an act of academic misconduct in unauthorised collaboration with another individual. Authorised collaboration (e.g., group projects) is distinguished from collusion.
- Misrepresentation – submitting work that has been written or heavily-edited by another person or service; and/or compiled of mainly direct quotations (with or without acknowledgement); and/or includes references that do not link to the student's work.
- 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. Also includes falsification of student identity.
- Recycling – other than where expressly allowed, the submission of work for assessment that has been previously submitted by the student for another assessment, partially, or in whole, for another assessment.

Academic integrity requires the student to:

- Act ethically and honestly in demonstrating their learning, particularly in the submission of academic work which students claim is their own.
- Engage with academic integrity resources and training provided by the Institute to inform themselves of appropriate academic writing, practice and referencing conventions.
- Acknowledge in their work the use of others' ideas, works, information and other contributions, usually through academic referencing and citation systems.
- Prevent their work from being copied by other students.

Developing Good Academic Practice

The following approaches are taken to educate students on good academic practice and contribute to the prevention of academic misconduct:

- All students are linked to the Academic Success Module on the Higher Education Learning Portal where they have access to a range of resources to implement positive study habits and academic practices.
- The entry requirements of all courses are benchmarked to other providers and ensure language and writing ability are considered during application for entry to the respective course.
  The Academic Coach supports at-risk students to develop an understanding of academic integrity.

Procedure

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

1. Staff member becomes aware of possible academic misconduct. Reports using software such as Turnitin must be examined thoroughly by the staff member and combined with academic judgement in some instances to determine whether suspected academic misconduct has occurred.
2. Staff member reports the suspected academic misconduct to the Program Leader. Program Leader determines whether there is sufficient evidence to commence formal investigation.
3. If the Program Leader determines that there is sufficient evidence, a staff member contacts student to discuss concerns.
4. If the staff member is satisfied that there has been no academic misconduct, and instead the issue was unintentional, the student is informed in writing and the matter is closed.

5. If the Program Leader remains concerned that academic misconduct has occurred, the student is informed in writing.

The Program Leader or delegate investigates the matter to determine if misconduct has occurred (intentional or unintentional). 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. The Program Leader identifies whether the suspected breach is major or minor; intentional or unintentional.

Minor academic misconduct includes:

- Incidental plagiarism (poor paraphrasing, minor copying, incorrect referencing or citation) and incidental collusion
- Instances of academic misconduct that are judged to be an outcome of the student's lack of understanding of academic integrity or of carelessness rather than a conscious act of deception

In determining the penalty for minor academic misconduct, the Program Leader will take into consideration whether:

a. The student is in the first year of the course and has received no prior warning,
b. The student is from an educational background where different norms apply for the acknowledgement of sources,
c. A negligible amount has been plagiarised,
d. The student has made an inadequate attempt at referencing.

If a decision is made that minor academic misconduct has not occurred, the student is informed in writing, the outcome is noted on the student's file and in the Academic Misconduct Register, and the matter is closed. The student is required to revise and re-submit their 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.

If a decision is made that academic misconduct has occurred, the following actions may be taken:

- For a minor breach, the student will receive a written warning (only applicable to unintentional academic misconduct) as determined by the Program Leader, or
- The student will receive a mark reduction and a written warning (with the maximum mark possible being 50%), or
- The student will be required to re-submit the assessment item (with the maximum mark possible being 50%) and will receive a written warning

For major academic misconduct:

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.

Whether the academic misconduct is intentional or unintentional, major or minor, the Academic Misconduct Register is updated by the Program Leader with details of the incident of academic misconduct. The Register records:

- The subject / assignment in which the academic misconduct occurred
- Records and copies of all correspondence between the student and Institute staff in relation to the academic misconduct
- Decisions made by Institute staff as to the nature of the academic misconduct
- Outcome of the decision (i.e., student referred to Academic Coaching)

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 Academic Board in accordance with the Institute's Grievance Handling and Resolution Policy.

In cases where academic misconduct is identified as minor or unintentional, the following processes will be followed. The student will:

a. Receive academic support relevant to their specific needs,
b. 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.
c. Be referred to personal counselling, health or welfare services, if deemed appropriate, and,
d. Be informed in writing of the decision, action taken and expected future behaviour.

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/studentsuggestions. All suggestions are referred to the respective Institute committee (Governing Board, Academic Board, Teaching and Learning Committee 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 AIPC Professional. You will be provided a Testamur of your qualification and Academic Transcript for your Graduate Certificate, issued by Australian Institute of Professional Counsellors Pty Ltd, and invited to attend a Graduation Ceremony (help once per year).

Issuing Replacement Qualifications

In the event of loss or damage, a graduate student can request re-issue of their Testamur and/or Academic Transcript.

To do this, simply contact the admin@aipc.net.au 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.

Students who require an official academic transcript before they have completed their qualification or are not graduating may request one by emailing admin@aipc.net.au. An administrative fee of $50.00 applies to each official transcript requested.

Students can access their unofficial academic record at any time through the Meshed Student Portal at no cost. As unofficial academic records are readily available online, the administrative fee applies only to the preparation and issuance of an official transcript.