



Australian Institute of Professional Counsellors

Master of Counselling Student Handbook



www.aipc.net.au

YOUR FIRST CHOICE FOR A CAREER IN COUNSELLING

Australian Institute of Professional Counsellors

Student Handbook
Master of Counselling



February 2024

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 into a higher education counselling programme with the Australian Institute of Professional Counsellors. As a private provider of counsellor education, our primary purpose is to offer high quality counselling education to counselling students throughout Australia.

Students of Institute courses graduate with the knowledge and skills to perform competently as a Counsellor in a variety of employment settings. Your higher education counselling course focuses on teaching a variety of approaches to counselling and counselling theory, and learning about a diverse range of counselling specialties to enable you to develop progressively at a professional level as a Counsellor and personally as an individual.

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

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

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

Kind regards,

Sandra Poletto
Chief Executive Officer

Mission Statement – Master of Counselling

The Australian Institute of Professional Counsellors Pty Ltd (“the Institute”) is a private, non-university tertiary provider of higher education committed to offering high quality counselling education to students. The Institute’s Master of Counselling, offered through our Higher Education School of Counselling, is a tertiary course ideally suited to graduates of Bachelor-level counselling programmes, or new students taking their first step into the field of counselling whom already hold tertiary studies in another field.

Students of the Master of Counselling will graduate with the advanced theoretical knowledge and practical skills to undertake counselling roles in a variety of complex employment settings, including not-for-profit or community-based organisations, public service or private practice. The course provides students with a comprehensive theoretical base on which to develop into ethical, reflective counselling practitioners who are able to learn and grow as professionals in the field throughout their lives, and who will add value to their workplace and community.

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

Code of Practice

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

- Protect the interests of its students by:
 - Developing and implementing policies that ensure quality education is delivered.
 - Promoting its courses with integrity, accuracy and in a professional manner at all times.
 - Disclosing all relevant course and policy information to students prior to their enrolment.
 - Always considering the wellbeing and interests of students in the development, delivery, evaluation and review of its courses and subjects, and
 - Conducting evaluations of grading and assessment to ensure validity, fairness and accuracy of marking is upheld.
- Support students by providing:
 - Quality education programs and plans.
 - Individualised learning support.
 - Information on study and lifelong learning options, and
 - Workplace assignments/placements.
- Develop and deliver a high standard of education by:
 - Providing students with progressive and industry-leading counselling knowledge and skills.
 - Valuing and reflecting the multicultural diversity of Australia, both in course content and services to students.
 - Encouraging a mindset of ‘life-long’ learning in graduates, and
 - Promoting a high standard of moral, ethical and professional standards.
- Review its courses and subjects with due consideration to stakeholders such as industry, students and professionals.
- Ensure that its courses and services, including assessments, are delivered by suitably qualified and experienced staff.
- Ensure that staff members demonstrate leadership in their fields, innovation, commitment and excellence in teaching, scholarship/research, and in professional/industry experience and passion.

- Encourage and support staff to equip themselves through continual professional development, scholarship, consultancy, industry involvement and research to contribute to teaching advancement.
- Provide a safe and equitable working environment for all staff, free from all forms of discrimination and harassment.
- Abide and comply by all relevant laws and legislation in Australia.
- Honour all guarantees outlined in this Mission Statement and Code of Practice.

The Course Structure

The following subjects comprise the Master of Counselling course. All subjects are studied over the duration of one Trimester.

Subject Number	Subject	Credit Points	Pre-requisite Subjects	Trimester Availability#
First Year, Trimester 1				
MC01*	Introduction to Counselling	6	Nil	T1, T2 & T3
• MC02	Counselling Process	6	Nil	T1, T2 & T3
• MC03	Counselling Skills	6	Nil	T1, T2 & T3
MC04	Ethics & Reflective Practice	6	Nil	T1, T2 & T3
First Year, Trimester 2				
MC05	Counselling & Human Development	6	Nil	T1 & T2
• MC06	Cognitive Behavioural Approaches	6	MC02, MC03	T1 & T2
• MC07	Collaborative & Competency Based Approaches to Counselling	6	MC02, MC03	T1 & T2
MC08	Assessment & Case Conceptualisation	6	MC04	T1, T2 & T3
Second Year, Trimester 1				
	Elective*	6		T1
	Elective*	6		T1
MC09	Research Methods in Counselling	12	MC04	T1 & T3
Second Year, Trimester 2				
	Elective**	6		T2
	Elective**	6		T2
MC10	Counselling Placement & Capstone Project	12	MC06, MC07, MC08, MC09	T1 & T2
Electives				
MC11	Counselling Interventions for Crisis & Trauma	6	MC06, MC07	T2**
MC12	Family Therapy (N/A if MC12 completed pre-2022)	6	MC06, MC07	T1**
MC13	Counselling Children & Adolescents	6	MC06, MC07	T3**
MC14	Counselling for Alcohol & Other Drugs	6	MC06, MC07	T2**
MC15	Counselling for Loss and Grief	6	MC06, MC07	T1**
MC16	Counselling for Couples (N/A if MC12 completed pre-2022)	6	MC06, MC07	T3**
MC17	Counselling Skills for the Digital World	6	MC06, MC07	T1**
MC18	Mental Health Counselling	6	MC06, MC07	T2**

***MC01 must be successfully completed in your first Trimester.**

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

- **Attending and passing Residential School is compulsory to successfully complete this subject**

****Electives offered each Trimester are at the Institute's discretion.**

Trimester 3 – additional subjects to those listed are offered in Trimester 3 and are influenced by student preference and demand. Subjects available are notified to students in August/September each year on the Trimester 3 Enrolment Form.

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

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

Subject Code	Subject Title
First Year, Trimester One	
MC01	Introduction to Counselling
MC02	Counselling Process
MC03	Counselling Skills
MC04	Ethics & Reflective Practice
First Year, Trimester Two	
MC05	Counselling & Human Development
MC06	Cognitive Behavioural Approaches
MC07	Collaborative & Competency Based Approaches
MC08	Assessment & Case Conceptualisation
Second Year, Trimester One	
MC09	Research methods
	Elective
	Elective
Second Year, Trimester Two	
MC10	Counselling Placement & Capstone Project
	Elective
	Elective

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

Subject Code	Subject Title
Your First Trimester of Study	
MC01	Introduction to Counselling
MC04	Ethics & Reflective Practice
Your Second Trimester of Study	
MC02	Counselling Process
MC03	Counselling Skills
Your Third Trimester of Study	
MC05	Counselling & Human Development
MC06	Cognitive Behavioural Approaches
Your Fourth Trimester of Study	
MC07	Collaborative & Competency Based Approaches
MC08	Assessment & Case Conceptualisation
Your Fifth Trimester of Study	
	Elective
	Elective
Your Sixth Trimester of Study	
	Elective
	Elective
Your Seventh Trimester of Study	
MC09	Research Methods
Your Eighth Trimester of Study	
MC10	Counselling Placement & Capstone Project

The Institute offers a **third Trimester** commencing in November each year and finishing in the following February for students to progress faster through their course. The subjects on offer during Trimester 3 may vary from year to year and is at the discretion of the Institute.

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

Students are required to complete the course within **6 years** of their enrolment into the course.

Trimester, Census and Residential School Dates

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

Course Learning Outcomes – Master of Counselling

The Master of Counselling is a 24-month, full time or four-year, part time tertiary education program in Counselling that enables students to:

- Synthesise the comprehensive body of theoretical knowledge that underpins counselling best practice.
- Critically, creatively and ethically apply the theoretical knowledge of counselling to therapeutic work, within the scope of own expertise and experience.
- Proficiently utilise a range of counselling approaches, skills and techniques to address client concerns, selecting appropriately in response to client need.
- Accurately assess complex issues experienced by clients and distinguish counselling issues from mental health conditions that require referral.
- Develop case conceptualisations and formulate treatment plans.
- Collect, comprehend and evaluate research-based information in counselling, and use that knowledge to continually develop counselling practice and create innovative and significant evidence-based knowledge.
- Reflect critically upon own competency and regularly engage in personal and professional development.

Enrolling For Each Trimester and Textbook Orders

You will be advised of important dates during the Trimester such as Trimester start and finish dates, Trimester Census Dates and dates for Residential Schools, progressively in writing. Trimester dates, Census Dates and Residential School Dates are shown on the Fees Dates & Policies page (<https://www.aipc.net.au/fees-dates-policies>) of the Institute's website.

For new students, a Trimester 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 Trimester.

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 their studies for the Trimester. Students are able to source textbooks from other suppliers if they choose.

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

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

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

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

Your Academic Staff

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

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

General Policies

Your Student Agreement

Upon enrolment into the Master of Counselling, you have signed an Application Form. The Application Form includes the following Student Agreement statement:

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

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

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

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

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

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

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

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

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

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

I also acknowledge that the Master of Counselling includes a Practicum subject undertaken in a workplace environment and understand that to access this Practicum, it may be a requirement of the

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

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

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

This will enable me to access the College's Higher Education Learning Portal (HELP) and Online Library to perform research on the internet for assessment. The College'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 Institute are protected by copyright and will not be reproduced or copied or loaned to any other person or institution. Institute 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://www.aipc.net.au/fees-dates-policies> for current subject fees and indicative additional and non-tuition costs.

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

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

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

1. If you are choosing to pay all or part of your subject fees through FEE-HELP, you will need to complete your *Request for FEE-HELP Assistance* form for the Trimester by the due date indicated in your Trimester enrolment letter.
2. Payment by credit card, cheque or money order for the Trimester by the due date indicated in your Trimester enrolment letter (usually within two weeks of the Trimester 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 Trimester.

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

Subjects where credit is granted

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

Students articulating from the AIPC Bachelor of Counselling are automatically eligible to receive credit for 4 subjects of the Master of Counselling program as detailed in the RPL and Credit Transfer Policy. The Institute will take this automatic awarding of credit into account when processing enrolments for graduates of the Bachelor of Counselling with the student's Course Enrolment Confirmation Letter detailing the reductions in course fees applicable to students receiving this automatic credit.

Outstanding Fees

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

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

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

Fees for Additional Items

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

Repeating Subjects

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

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

Maintaining Eligibility for FEE-HELP

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

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

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

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

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

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

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

The Institute will:

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

Special Circumstances

If a student withdraws from a unit of study (i.e., a subject or unit) after the census date for that unit of study or has been unable to successfully complete a unit of study, and believes this was due to special

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

circumstances then the student may apply to have their Tuition Fee for the subject/unit re-credited for the affected units of study.

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

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

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

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

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

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

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

- (a) When a student withdraws from a unit of study, the Institute shall confirm the withdrawal by giving notice to the student in writing stating the date at which the withdrawal has taken effect;
- (b) When a student fails to meet the requirements of a unit of study, the Institute shall confirm the failure by giving notice to the student in writing of the final result for that unit of study after results have been properly approved;
- (c) In the circumstance of withdrawing from a unit, the student must apply in writing to the Senior Student Support Officer within 12 months from the date specified in the notice as the day of withdrawal;
- (d) In the circumstance of not meeting the requirements of a unit of study, the student must apply in writing within 12 months after the period during which the student was enrolled in the unit;
- (e) The Institute may exercise its discretion to waive the 12 month timeframe if, in its opinion, it was not possible for the application to be made before the end of the 12 month period;
- (f) The Senior Student Support Officer will consider the application and will agree to such requests if they are satisfied that there were special circumstances in the student's case;
- (g) If the application is successful, the Institute will re-credit the student's FEE-HELP balance with an amount equal to the amounts of FEE-HELP assistance that the student has received for the affected unit(s) of study and the student's FEE-HELP debt for those units of study will be removed; For students who have paid their tuition fee using their own funds, the total amount of the tuition fee will be refunded to the student;
- (h) The Senior Student Support Officer shall advise the student of the outcome of the application within 28 days stating the reasons for the decision;
- (i) The Senior Student Support Officer shall also advise the student of their rights for a review of the decision if they are not satisfied with its outcome and that a request for such a review must be lodged within 28 days from the day of receipt of the decision or such longer period as the Senior Student Support Officer allows.

Review of a decision

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

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

- (a) must be lodged within 28 days of receiving notice of the original decision, unless the Review Officer allows a longer period; and
- (b) must specify the reasons for making the request and include any supporting documentation; and
- (c) Sent to:

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

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

The Review Officer shall:

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

The Review Officer may:

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

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

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

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

Selection of Students

Policy

The Australian Institute of Professional Counsellors Pty Ltd ("the Institute") upholds the principle that all students and applicants seeking to enrol are treated fairly and equitably. To ensure this the Institute

has open, fair, clear and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students. Students will be selected on merit based on the published criteria. The Institute will ensure that throughout the process of selection and enrolment, applicants are treated courteously and expeditiously.

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

Relationship to the Higher Education Support Act 2003

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

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

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

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

Procedure

There are three stages to the entry process into the Master of Counselling. They are:

1. Submit a *Course Application Form* and necessary supporting documentation, Personal Competency Essay and contact details for a professional Referee.
2. The Institute completes a Referee Report with the nominated Referee.
3. Determination of application by the Program Leader.

Application for Course Enrolment and Entry Requirements

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

Standard Admission Requirements:

Applicants are required to have either:

- Completed a Bachelor degree in Counselling with AIPC or another provider, or
- Completed a Bachelor degree in any other 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 a Master of Counselling, 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 and can be typed or handwritten neatly.

Upon receipt, the Senior Student Support Officer will screen the application for its completion and correctness. Applications that do not contain all necessary supporting documentation, including the essay 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 ("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 his or her up-front payments for any unit of study that the student commences but does not complete because the Institute ceases to provide the course of study of which the unit forms part. This is known as the "**Student Contribution / Tuition Fee Repayment Option**".

The Institute has met the tuition assurance requirements of the HESA through the Australian Government's Tuition Protection Service (TPS) for students utilising FEE-HELP to pay their tuition fees. Students paying their own fees are also covered by the Australian Government's Tuition Protection Service (TPS).

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.

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

A student may choose either:

The Course Assurance Option

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

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

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

OR

The Student Contribution/Tuition Fee Repayment Option

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

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

Applying for Recognition of Prior Learning

Students are able to apply for Recognition of Prior Learning (RPL) or Credit Transfer to receive credit for one or more subjects of the Master of Counselling (up to a maximum of 4 subjects). This enhances student progression through the course and provides recognition for students entering the course with relevant prior studies and work experience. Students granted RPL or credit are not disadvantaged in achieving the expected learning outcomes of the course, and the integrity of the qualification must be maintained.

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

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

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

- Entry requirements for the course are still required to be met, and an offer of credit does not guarantee admission to a specific course.
- Applications for Recognition of Prior Learning are determined by the Program Leader in accord with the framework of this policy.

- Regardless of the credit granted, the requirements of the course must be fulfilled and cannot be automatically transferred to another course.
- Decisions made on Recognition of Prior Learning are reviewed by the Chief Executive Officer.

The onus is on the applicant to provide appropriate evidence to demonstrate the relevant skills, knowledge and understanding in subject(s) where credit is being sought, and that the Learning Objectives (LO's) of the subject have been achieved.

Recognition of Prior Learning (RPL)

RPL recognises that students, due to relevant life and work experiences, may already possess the requisite skills and knowledge for subject/s in the Master course. Students who have been working within a counselling or human services environment for a number of years are able to apply for recognition of this prior learning or experience. Exemption can be applied for one or more course subjects** (up to a maximum of 4 subjects).

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

The process of recognising prior learning (RPL) involves matching prior learning gained by the applicant in the context of previous work experiences with the specific learning outcomes of subjects in the qualification. If previous work experience is shown to match the specific learning outcomes of specific subjects in the Master of Counselling, then those matching subjects may form a case for credit to be awarded to the applicant as being complete and will not need to be completed again within the qualification.

Credit Transfer

Credit Transfer refers to obtaining credit towards another course on the basis of having completed previous study of an equivalent subject or unit. Students who have completed similar units to those included in the respective Master program 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 subject for which credit is being applied.

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

***Students can only obtain credit for a total maximum of 4 subjects inclusive of whether this credit has been obtained via RPL or credit transfer.*

The process of Credit Transfer (CT) involves matching subjects that the applicant has already completed from previous courses of study with subjects in the Master of Counselling. If previous subjects completed by the applicant have learning outcomes that match the learning outcomes of specific subjects in the Master of Counselling, then those matching subjects may form a case for credit to be awarded to the applicant as being complete and so those subjects will not need to be completed again within the Master of Counselling program.

Students Articulating from AIPC's Bachelor of Counselling

Students progressing into the Master of Counselling from the Institute's Bachelor of Counselling will automatically receive credit for the following subjects:

MC01 Introduction to Counselling

MC02	Counselling Process
MC03	Counselling Skills
MC05	Counselling and Human Development

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

Students Articulating from AIPC's Graduate Diploma of Counselling

Dependent on the chosen specialty stream within the Graduate Diploma, students progressing into the Bachelor of Counselling from the Institute's Graduate Diploma of Counselling (Curriculum Code: AIPC 31000QLD) will automatically receive credit for the following subjects:

<u>Graduate Diploma Specialty Stream</u>	<u>Credit offered towards</u>
Family Therapy	MC12 Counselling for Families
Addictions	MC14 Counselling for Alcohol and Other Drugs
Loss and Grief	MC15 Counselling for Loss and Grief

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

Students Articulating from the Graduate Diploma of Relationship Counselling

Students progressing into the Bachelor of Counselling from the Institute's Graduate Diploma of Relationship Counselling (Curriculum Code: AIPC CHC81015) will automatically receive credit for the following subjects:

MC02	Counselling Process
MC03	Counselling Skills
MC16	Counselling for Couples

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

Students Articulating from other Bachelor-level Qualifications in Counselling

Students progressing into the Master of Counselling who have completed an undergraduate degree in Counselling with another Higher Education Provider, or an undergraduate degree that has included the completion of a Counselling Major (i.e., 8 subjects in Counselling) can apply for credit of up to four subjects in the Master of Counselling.

The student is required to apply for Credit Transfer as per the Applying for RPL or Credit Transfer process outlined below and supply a certified copy of their Qualification and Academic Transcript in support of their application.

Applying for RPL or Credit Transfer

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

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

Or by email to: he.rpl@aipc.net.au

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

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

Submitting your Application

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

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

The following documentation will need to be submitted:

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

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

How much does applying for credit cost?

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

Appeals of Decisions

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

Articulation Arrangements with Other Providers

Prospective students with Bachelor-level qualifications from any other Higher Education Provider satisfy the educational entry requirements for entry into the Institute's Master of Counselling.

Prospective students with a Bachelor of Counselling or an undergraduate degree with a Counselling Major (ie, 8 subjects in Counselling) completed with a Higher Education Provider satisfy the educational entry requirements for entry into the Institute's Master of Counselling and can apply for credit for up to four subjects as per the *Applying for Recognition of Prior Learning* outlined above.

Deferring your Studies

Students can apply for a deferral of their studies for a maximum number of 2 consecutive Trimesters for each period of deferral requested throughout the duration of their course. Students are expected to progress through their course once they have gained entry into the Master of Counselling. 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 Trimester.

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

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

The Senior Student Support Officer will confirm the outcome of the request in writing within 28 days of receipt. Any decisions will take into account the timeframe remaining for students to complete their studies within the 6-year timeframe. A copy of the letter is kept on the student's record.

Student Conduct Policy

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

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

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

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

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

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

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

Privacy and Personal Information Policy

Overview

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

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

Collection and use of personal information

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

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

The type of personal information that may be collected includes:

- Name, date of birth, contact details and identifiers (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, as required under legislation, and/or during audit of the service we provide to you or information reporting requirements.
- Centrelink for those students whom are studying either full or part time under the Austudy/Abstudy scheme.
- Organisations involved in the transfer/sale of all or part of our assets or business.
- The Higher Education Tuition Protection Director in the event the Institute defaults, or is at risk of defaulting, under the TEQSA Act.
- The Australian Government Actuary and other Higher Education Providers, if necessary, under the provision of tuition protection services.

Personal information about students studying with AIPC/COLAB may be shared with the Australian Government and designated authorities, including the Australian Skills Quality Authority (ASQA), the Tertiary Education Quality and Standards Agency (TEQSA), and the Commonwealth Department with responsibility for administering the *Higher Education Support Act 2003* and tuition protection services. The Department's Privacy Policy is available at: <https://www.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:

Operations Manager
AIPC Head Office

Locked Bag 15
Fortitude Valley QLD 4006, or
Emailed to: michael.johnson@aipc.net.au

Complaints about an alleged breach of the APPs

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

Publication

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

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

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
<ul style="list-style-type: none"> ▪ sexual intercourse without consent; ▪ oral sex without consent; ▪ anal sex without consent; ▪ groping and inappropriate touching of a sexual nature without consent. 	<ul style="list-style-type: none"> ▪ 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
<p>One-off or repeated incidences of:</p> <ul style="list-style-type: none"> ▪ unwanted physical contact such as patting, pinching or touching in a sexual way; ▪ unnecessary familiarity such as deliberately brushing against a person; ▪ sexual propositions; ▪ unwelcome and uncalled for remarks or insinuations about a person’s sex or private life; ▪ suggestive comments about a person’s appearance or body; ▪ offensive telephone calls, texts, emails or social media posts of a sexual nature; ▪ subjecting a person to sexually offensive screen savers or images in electronic or other form. 	<ul style="list-style-type: none"> ▪ sexual contact that has been engaged in with consent of the recipient, when the consent has not been obtained through fear, intimidation, 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).

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 1.13 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.u) 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
<ul style="list-style-type: none"> ▪ sending offensive emails or text messages; ▪ continually displaying offensive or pornographic signs, posters or screen savers; ▪ telling insulting jokes about particular racial groups; ▪ making derogatory comments or taunts about a person or group of people; ▪ sabotaging a person’s study or work; ▪ abusing someone verbally in relation to an attribute such as calling someone a name that mocks them; ▪ asking repeated intrusive questions about someone’s personal life. 	<ul style="list-style-type: none"> ▪ except in the case of sexual harassment, a single or isolated conflict or remark; ▪ gestures or remarks that arise from a relationship of mutual consent such as giving a friend a hug or compliment.

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

Discrimination

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

Discrimination is any distinction, exclusion or preference made 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
<ul style="list-style-type: none"> ▪ subjecting a person to humiliating initiation ceremonies to be accepted into a group, where an attribute made them a target for the initiation; ▪ spreading gossip or rumours about a person based on an attribute; ▪ 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; 	<ul style="list-style-type: none"> ▪ making a complaint about another student on the basis of their contributions to a group assessment task; ▪ behaviour that may be considered bullying but is not directed to a person because of an attribute; ▪ 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

<ul style="list-style-type: none"> ▪ telling jokes about racial groups; ▪ posting to social media ridiculing a person based on an attribute such as gender identity, sexual orientation or race. 	<p>disability requiring a change of location.</p>
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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 *Non-Academic Complaints and Appeals Policy* or the *Staff Grievance Policy*.

Academic Complaints and Appeals

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.

Stage One - Appeals Against an Assessment Result

Students should initially contact their Lecturer and seek further information regarding the reason for their assessment result. If not satisfied with this process, they then can appeal against their results within 28 days from issue of the result. The appeal should be forwarded in writing with a copy of the completed assessment/s including the Lecturer's assessment comments to:

Program Leader, Postgraduate Programs
Emailed to adrian.holmes@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 2 below.

Stage Two – Appeal Against Review Outcome

If a complainant is dissatisfied with the outcome of Stage One, they may lodge an appeal in writing to within twenty (20) working days of receiving notice of the outcome of their Stage One complaint or appeal.

Appeal Against Assessment Result
AIPC Provost
c/- AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006
Or christy.collis@aipc.net.au

Receipt of the complaint will be acknowledged in writing within 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 – External Review

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

Contact Details for Resolution Institute:

Suite 602, Level 6

Tower B, Zenith Centre

821–843 Pacific Highway

Chatswood NSW 2067

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, 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, 47 Baxter Street, Fortitude Valley, Qld, 4006.

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

Additional Information

Nothing in this *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.

For the purposes of communicating to and training staff, this Policy and Procedure is included in the Policies and Procedures suite and is covered during the staff induction process.

Procedure for Processing Appeals

- Accumulate all relevant documentation to investigate the appeal such as assessment results, assessment item, student record/file, etc.
- Talk with the Lecturer to gather information on why the assessment decision or action was taken.
- The respective Program Leader will review the assessment decision and the appeal.
- The student is responded to in writing. This response is to include reasons as to why the decision has been made.
- All appeals are logged and kept in a central file.

Appeals and their responses will be reviewed by the AIPC Academic Board at their next meeting to inform decision-making on identified systemic issues.

Students who are not satisfied with the written response are able to write to the Chief Executive Officer for review of the decision. Upon receipt, the Chief Executive Officer will:

- Gather information on the student's situation.
- Decide on how to resolve the situation with the student.
- Respond to the student in writing, stating the decision and reasons for the decision, within 28 days.

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 Provost.

The address to send this correspondence is:

AIPC Provost
Locked Bag 15
Fortitude Valley QLD 4006
Emailed to christy.collis@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 AIPC Provost, 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 AIPC Chief Executive Officer within twenty (20) working days of receiving notice of the outcome of their Stage One complaint or appeal.

Chief Executive Officer
c/- AIPC Head Office
Locked Bag 15
Fortitude Valley QLD 4006

Or sandra@aipc.net.au

Receipt of the complaint will be acknowledged in writing within 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 – External Review

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

Contact Details for Resolution Institute:

Suite 602, Level 6
Tower B, Zenith Centre
821–843 Pacific Highway
Chatswood NSW 2067

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 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, 47 Baxter Street, Fortitude Valley, Qld, 4006.

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

Additional Information

Nothing in this *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.

For the purposes of communicating to and training staff, this Policy and Procedure is included in the Policies and Procedures suite and is covered during the staff induction process.

Procedure for Processing Complaints

Upon receipt, the receiving party will process the complaint as follows:

- Accumulate all relevant documentation to investigate the complaint such as assessment student record/file, etc.
- Talk with academic or administrative staff to gather information on what happened or the basis of the decision.
- Once the information is gathered, consultation will occur between the Provost and respective Program Leader or Manager to determine how the complaint will be resolved.
- The student is responded to in writing. This response is to include reasons as to why the decision has been made.
- All complaints are logged and kept in a central file.

Complaints and their responses will be reviewed by the AIPC Academic Board at their next meeting to inform decision-making on identified systemic issues.

Students who are not satisfied with the written response are able to write to the Chief Executive Officer for review of the decision. Upon receipt, the Chief Executive Officer will:

- Gather information on the student's situation.
- Decide on how to resolve the situation with the student.
- Respond to the student in writing, stating the decision and reasons for the decision, within 28 days.

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 Senior Student Support Officer at Locked Bag 15, Fortitude Valley QLD 4006 or emailing support@aicp.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.
- Obtaining permission from the publisher and paying any reproduction fees if more than 10% or one chapter of a textbook is required for use.

All logos, marks, books, texts, manuals, documents, cassettes, CDs 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*
- *Internet access with a minimum of 1.5Mbps upload and download speeds*
- *Access to a web cam and microphone*

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

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

Providing Education to Students with a Disability 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 subjects, there may be certain abilities or capabilities that students must have in order to achieve the learning outcomes of the subject 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 counselling for students with a disability and has a system for monitoring the progress of students with (disclosed) disabilities.

In order to obtain academic counselling support or reasonable adjustments, students must provide documentation from a qualified and relevant health professional regarding their disability to support@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 Study Assistance Line on 1300 139 239 or email support@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 Unit Facilitators 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 unit facilitators 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.

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 in their early years of their studies 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. During the call, explain the nature of the emergency and provide the address of the Institute's campus.

Career Services and Advice

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

Financial Planning

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

Advocacy

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

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

Fax: 07 3257 7195

Email: support@aipc.net.au

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

Legal Advice

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

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 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.

Students with a Disability

The Institute is committed to equitable access to educational opportunities.

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.

The Higher Education Learning Portal

The Higher Education Learning Portal (HELP) is the Institute's Learning Management System through which online information regarding courses, subjects, 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 subjects, ensuring the availability of learning resources (Study Guide) and materials, subject and assessment information, discussion forums, links, and videos relevant to each subject, and enabling students to connect with other students and with their Unit Facilitators.

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

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 subject for which they are responsible at the commencement of the first week of each study period. This email includes essential information relevant to the subject, how to begin with studies, and assessment requirements.

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

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 subjects who have questions about the academic content of their studies, such as clarification of concepts or assessment matters, can call Head Office or the toll-free Study Assistance Line on 1300 139 239. Calls from students will be referred to the Lecturer for the relevant subject.

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

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

Provision of Learning Resources and Course Materials

Students will be provided with an electronic copy of a Study Guide and Readings for each subject. An electronic copy of the Study Guide and Readings can also be downloaded from the Higher Education Learning Portal (HELP). All subjects will require the student to purchase additional textbook/s (as outlined under the Trimester Dates and Enrolments section). 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 their studies for the Trimester.

Studying Externally

External delivery of the Master of Counselling involves students following a directed study schedule for each week of the subject (with the exception of *MC10 Counselling Placement and Capstone Project*).

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

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

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

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

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

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

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

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

The Online Library enables access to:

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

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

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

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. Complimentary access to this site is available at the Online Library (<https://au.accessit.online/AST03>).

Assessment Overview

Constructive Alignment

- Assessment provides a measure of a student's attainment of Course Learning Outcomes.
- AIPC 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.
- Subjects require students to complete a series of summative assessment items. Students in post-graduate courses or in their second and third years of undergraduate courses are required to demonstrate increased analytical skills and higher order thinking (conceptualisation, analysis, critique and synthesis of information) and thus their assessment pieces require a higher order of the amalgamation of skill with knowledge.
- Assessment weightings and level of difficulty are aligned with AQF level of the course, subject 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. Only taught knowledge and skills may be assessed. In subjects/units where skills acquisition is required, ongoing practice of these skills occurs during webinars and residential schools 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 site of the Higher Education Learning Portal (HELP), in plain language, by the first week of the Trimester.
- 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 subjects. 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 2 weeks of the due date of the assessment OR at least 1 week before a subsequent assessment item is due.
- For a subject 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
- Where multi-part assessment Items are used in a course, the total number of items across all multi-part Assessment Items is limited to 5

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 is assessed using a combination of formative and summative assessment methods that are suited and applicable to a subject's particular content and learning outcomes.
- All first-year courses include a summative pre-census Engagement assessment item. Other courses have a summative or formative Engagement Assessment Item.
- 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 subjects require students to undertake assessments that show practical demonstration of skills and application of theory to practice. Students are assessed and provided with feedback on practical skills at compulsory Residential Schools.

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:

Written Assessment	
Type	Description
Abstract	A short summary of a research article or paper.
Annotated bibliography	A list of texts, primary sources and internet sites on a specified topic, with commentary, using a specific referencing convention.
Case study	An analytical account of an instance or event relating to a person, group or organisation within its real-life context applying discipline specific models,

	constructs and Research literature.
Critique (written)	A constructive criticism or judgement based on a pre- determined set of criteria.
Diary	A record of learning over a set period of time interspersed with reflective commentary.
Essay	An extended prose response to a set question, problem or issue. May also include essay plans that provide an overview of the preparation, planning and reading associated with a selected topic.
Journal	A record of news, events, experiences, or observations of a personal nature that are maintained on a regular basis (e.g., daily, weekly), interspersed with reflective commentary.
Literature review	Assessment of a body of Research that addresses a Research question.
Online forums	Contribution to an online discussion with peers.
Planning document	A detailed proposal for doing or achieving something including, but not limited to, a communication plan, strategic plan, professional development plan, treatment plan, clinical plan.
Portfolio	A compilation of work completed over a Course including but not limited to an ePortfolio, learning story portfolio, leadership portfolio, language portfolio.
Problem solving	A task to solve a problem of limited scope using predetermined rules or techniques such as an experiment or case scenario-based task. This Assessment type can lead to various outputs such as reports and oral-visual presentations.
Quiz	Responses to a set number of questions including but not limited to short answer and multiple-choice.
Reflection (personal or clinical)	A personal response to an experience, situation, event, or new Information, and may include the communicating of thoughts and feelings, exploring learning or gaining self-knowledge.
Report	A structured written product that follows a discipline specific report format including but not limited to major lab report, formal lab report, scientific report, business report, tender bids, funding applications.
Research (paper)	A written investigation of a selected topic using the required style of a particular discipline.
Research (project)	The building or testing of a theoretical position that is not part of a thesis or dissertation.
Workbook	An objective record of observations or completed tasks that have been attempted (e.g., lab workbook).
Oral Assessment	
Type	Description
Critique (oral)	A constructive criticism or judgement based on a pre- determined set of criteria.
Debate or moot	An argument for or against a specific question or topic.
Viva voce	An oral response to a set of tasks, questions, or problems that that are provided in spoken form.
Interview	A dialogue, between two or more people, which is intended to generate Information, or identify problems, issues or strategies.
Presentation (individual, group, multimedia)	An oral presentation or speech on a specific topic that may also include multimedia materials or other presentation aids.
Practical Assessment	
Type	Description

Practical	A demonstration of a professional or practical knowledge or skill.
Demonstration	A demonstration of a professional or practical knowledge or skill relating to a classroom practice, clinical procedure or laboratory procedure.
Placement performance	A demonstration of a professional or practical competency in a workplace or community context, such as an internship, field experience, clinical placement, community service or practicum.
Poster presentation	A 2D or digital representational work for public display including but not limited to the graphical summary of learning, an argument, concept or idea.
Creative Assessment	
Type	Description
Creative work	A tangible product of creative effort including but not limited to a performance video or audio recording, multi-media artefact, finished design, gallery set-up, 3D model, poster, creative writing, blog, vlog, script, lyrics, music, webpage.
Portfolio	A compilation of work completed over a course including but not limited to an ePortfolio, exhibition portfolio, photographic print folio.
Recorded/rendered work	The presentation of something through a recorded medium including but not limited to a podcast, video, web page, 3D models

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	Performance satisfies 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 subjects).
Special Consideration	S			Administrative grade awarded to student when there is an outstanding assessment item due the granting of special consideration.

The Program Leader is responsible for ensuring that all assessment tasks are marked by qualified academic staff, using the pre-determined assessment criteria and rubric.

Subject lecturers are responsible for marking assessments and ensuring results and feedback are provided within 2 weeks of the due date of the assessment OR at least 1 week before a subsequent assessment item is due. Any delays to marking timeframes are relayed to the Program Leader.

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 are reported by the Lecturer to the 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 Assessment Review Working Party (ARWP). The ARWP is chaired by the Provost and includes the Program Leader, Course Co-ordinator/s and the Head of Regulation and Accreditation.

The ARWP:

- Ensures that moderation and scaling of marks is valid and has been applied fairly.
- Provides approval of final grades
- Authorises the release of final grades.

Grades for subjects are issued within 3 weeks of Trimester completion.

Students dissatisfied with an assessment mark can request review of the mark through the *Academic Complaints and Appeals Policy*.

Feedback is explicitly aligned with course and subject learning outcomes, providing students with opportunities to improve their learning in the subject 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.

Attendance at Residential Schools by External Students

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

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

Year & Trimester	Subjects Covered	Duration for subject (hours)	Total Duration
Year 1			
Trimester 1	MC02 Counselling Process MC03 Counselling Skills	20 hours (2.5 days) 20 hours (2.5 days)	1 week
Trimester 2	MC06 Cognitive Behavioural Approaches MC07 Collaborative & Competency Based Approaches	40 hours (5 days) 40 hours (5 days)	2 weeks

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

As shown in the table above, each Residential School may cover the practical requirements for a number of subjects during the particular Trimester. Thus, external students studying on a part time basis are only required to attend the Residential School for the time allocated for each specific subject they are studying. For example, if you are studying Counselling Process, you only attend the 20 consecutive hours of the Residential School that specifically cover Counselling Process.

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

Attendance

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

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

Students are also only able to attend the components of the Residential School for the subjects in which they are enrolled for the Trimester. Thus, if students are not enrolled in the subject, they are not able to attend the Residential School component for the subject. As another example, students enrolled in Counselling Process are only able to attend the 20 hours of the Residential School for this subject and not the hours for Counselling Skills which occurs at the same Residential School. These limitations ensure that the educational experience of those external students enrolled in the subject are maximised.

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

What will it cost?

Students will need to meet personal expenses such as travel, accommodation and meals. Travel includes travel costs to and from the location of the Residential School (Brisbane) where the Residential School is held and travel to and from the Institute's premises each day.

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

Conduct at Residential School

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

Further Information

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

Undertaking Practicum Subjects

The Master of Counselling also includes one Counselling Practicum. The Counselling Practicum is a compulsory component of the course and involves students undertaking work experience in a counselling practice or organisation. Practicum subjects assist students with the application of counselling theory and knowledge in practical counselling situations and are a necessary part of assisting the student's transition from counselling student to counselling practitioner.

Preparing for Placement

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

Accessing Organisations

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

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

Responsibilities of the Student during the Practicum

When undertaking the Practicum, students are expected to:

- liaise and interact effectively with the Lecturer and possible/proposed organisations to successfully arrange the Practicum
- accept a placement at an organisation the Institute has deemed suitable for the Practicum
- abide by all workplace policies and procedures
- be present for the working hours agreed to prior to commencing the placement or as approved by the organisation subsequent to the placement beginning
- attend all required supervision sessions
- conduct themselves in a safe, ethical and professional manner at all times, displaying both competency and reflective capacity

- maintain confidentiality at all times, and demonstrate a commitment to ethical counselling, values and attitudes that align with the profession
- only perform duties in accordance with the directions provided by the organisation's placement supervisor or other appropriate staff member
- advise the placement supervisor or Academic staff member if difficulty occurs during the placement
- where appropriate, comply with undergoing a Criminal History Check, the 'Working with Children Check', and/or any other specific requirements of the workplace.

Responsibilities of the Placement Organisation during the Practicum

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

Accessing Counselling Supervision

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

Dispute Resolution

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

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

Suspension of Placement

If attempts to address concerns are unsuccessful, the Practicum may be suspended to allow additional support and/or professional development for the student. The Placement Organisation supervisor is

required to complete a *Counselling Student Placement Withdrawal Form* outlining concerns regarding student competency, professional behaviour, ethical counselling, values, attitudes, or reflective capacity and submit to AIPC. This form is supplied to organisations on an as-needed basis.

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

Unsatisfactory Course Progress

AIPC defines unsatisfactory course academic progress as:

- The failure of 50% or more of the subjects attempted in a study period
- The failure of a subject 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 Assessment Review Committee (ARC) after the completion of grading for the previous Trimester.

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 subject specialists
 - Regular check-ins by student with Unit Facilitator
 - Activities to engage with the learning materials for the subject
 - 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 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.

The Assessment Review Committee may recommend to the Program Leader that a student not be permitted to undertake a WIL Placement if the student is not making satisfactory progress in subjects related to duties to be performed during the WIL Placement.

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 subjects 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 Assessment Review Committee (ARC) 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 understands that completing tertiary studies is challenging and that it is important all students receive an equivalent study experience with the Institute. The following study assistance and support services ensure this:

1. Study Assistance Line

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

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

2. Online Study Assistance

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

2. Webinars and Teleconferences

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

4. Student Success Companion

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

5. Student Contacts

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

6. Appointments with Senior Student Support Officer

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

Submitting Written Assessments

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

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

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

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

Completed assessments should be submitted online.

Use the following as a checklist before submitting each assessment:

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

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

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

Requesting an Extension for Assessments

If a student is unable to submit their assessment by the due date, then the student will need to apply using the Assessment Extension Application Form, located in the Academic Success Module on your HELP platform. Please refer to the *Special Consideration and Assessment Extension 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 score of 80 out of 100 submitted 2 days late would see a reduction of 5 marks per day for each day it was handed in late without an approved reason. The assignment would thus earn a mark of 70/100 after the late penalty was applied.

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

In some instances, it may not be easy to pre-empt circumstances that may result in the assessment being handed in late. Therefore, in such circumstances, due consideration will be given by the Lecturer if the student was not able to consult with their Lecturer prior to the assessment being due. Acceptance of extenuating circumstances and reasons given are at the subject Lecturer's discretion. If an assignment is more than two weeks overdue, **without any acceptable extenuating cause, the student will receive a fail mark** for the assessment.

Special Consideration and Assessment Extension Policy

The Institute will treat a situation under special consideration where the circumstance:

- Is unexpected and outside the student's control
- Could not have been reasonably anticipated, avoided or guarded against by the student
- Has a significant impact on the student's wellbeing or their ability to meet a submission timeframe.

Special circumstances can include, but are not limited to:

- Medical illness or injury, whether existing or new, including physical injury or serious illness and episodes of mental illness or cognitive function impairment.
- Sad News/Sorry Business, death of a close relative or close friend.
- Hardship or trauma, including unexpected events/accidents, victims of crime, sudden change in domestic arrangements (e.g., homelessness, eviction), unexpected serious financial difficulties or hospitalisation of a family member;
- Major upheaval or natural disaster affecting the student's place of residence or in the student's home country or town that has impacted the student's close relatives, and which requires the student to undertake immediate emergency travel;
- Employment related reasons such as an employer unexpectedly increasing a student's working hours or an employer-directed transfer of a student to a new location or redeployment to a different position.
- An unexpected sporting commitment at the state, national or international representative level.
- Active Defence Force member, compulsory Defence Reservist or other emergency services mobilisation.
- Legal commitments such as court appearances or jury selection; and
- Constraints outside of a student's control arising from involvement with the justice system.

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

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

- 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, examination or Residential School falling due. If this is not possible, as much advance notice should be provided as possible. In situations of urgency, application within 72 hours after the assignment due date, examination date or Residential School commencing 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
- Alternative residential school 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 penalized 5% of the assignment mark for each day the assessment is received after the due date.

Residential Schools

Students unable to attend Residential School due to special circumstances have the following options available:

Apply for a re-credit of tuition fees under the Student Review Procedures for Re-Crediting a FEE-HELP Balance policy (as per policy and instructions in the Student Handbook).

Complete the Residential School through alternative means to enable completion within a reasonable timeframe at/after Trimester completion (within one month of Trimester-end).

If student circumstances will not allow completion of the Residential School within a reasonable time (one month) after Trimester completion, the student can apply for consideration of their special circumstances and re-credit of their tuition fees as per 1.a above. (Successful applications result in a re-credit of tuition fees and no academic result for the subject. Students re-enrol in a later Trimester to complete the subject. Results of completed assessments are not carried forward).

Upon receipt of an Extension Request Application Form or notification from a student they are not able to attend Residential School, the Lecturer makes contact with the student to discuss options.

Students opting to complete the Residential School through alternative means are required to submit the Extension Request Application Form with evidence as outlined on the form.

The application is to be considered by the Lecturer and Program Leader.

Consultation with the Program Leader occurs to confirm the proposed alternative arrangements for completion and assessment of the Residential School satisfy required subject outcomes.

Alternative arrangements may include watching Residential School Webinars, attending small group teaching sessions, and undertaking the assessment online.

Please note it is clearly disclosed to all students prior to and at the time of their enrolment of the mandatory Residential School attendance requirements. Hence, an inability to travel to the Residential School location is not a suitable reason for not attending face-to-face Residential Schools.

Students not attending Residential School and who do not apply for special consideration or have not had their request for special consideration approved, will not be able to complete the subject and receive a Fail – Inc grade.

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.

Student's 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.

Grading Policy

All students are to receive a grade of Pass (Non-graded Pass in the case of MC10 subject) or higher in order to pass the subject. **For subjects that include a Residential School (MC02, MC03, MC06, MC07), it is mandatory to pass each assessment in the subject (including assessment undertaken at Residential School) in order to pass the subject.**

The *Student Complaints and Appeals Policy* provides information for students who would like to appeal the awarding of a grade for an assessment or a subject.

Subject Re-enrolment Policy

Students who receive a mark of Fail for the subject are required to re-enrol for the subject. If the student re-enrols in the subject 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 subject. 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.

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 commencing Bachelor students are required to undertake CORE101 Scholarship: Academic Writing and Study Skills
- 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 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.

Detecting Contract Cheating/Artificial Intelligence

When marking assessments, Lecturers look out for the following indicators of possible contract cheating:

- a. Inconsistent writing and language style throughout the piece of work, or when compared with prior written work submitted by student.
- b. Check metadata information for the document in Word to see if the name of the author matches the name of the student.
- c. Quotations or citations that only draw from abstracts.
- d. Citations that do not match references.
- e. References that are generic, irrelevant to the topic, or outdated.
- f. High quality writing style with poor or inaccurate research/references.
- g. Omission of some requirements specific to the assessment or broadening the assessment topic.

Providing Feedback 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 (Board of Directors, Higher Education Board, or Course Advisory Committee) for consideration at their next meeting. Each committee meets three times per year and will consider suggestions lodged at their next available meeting. Outcomes from each suggestion are reported on the Online Suggestion Portal page within 14 days of each meeting.

Graduating

Once all your course requirements have been successfully completed, you will be eligible to graduate from the Master of Counselling. You will be provided a Testamur of your qualification and Academic Transcript for the Master of Counselling, issued by Australian Institute of Professional Counsellors Pty Ltd, and invited to attend a Graduation Ceremony.

Issuing Replacement Qualifications

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

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

Academic Transcripts

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

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