

Recognition of Prior Learning and Credit

BACHELOR OF ARTS THERAPY

To be read in conjunction with **Recognition of Learning and Credit Policy**.

WHAT IS RPL?

Recognition of Prior Learning (RPL) is a process whereby previous study, knowledge, and skills you already have may be recognised. RPL provides for the granting of credit towards qualifications. RPL takes into consideration a combination of your formal and informal learning, employment, community involvement, and life experience.

WHAT IS CREDIT?

Credit is a process whereby recognition is granted for successful completion of equivalent study in a specified area of study. Credit is awarded based on formal study from a higher education provider or a registered training organisation (RTO).

WHY APPLY FOR RPL AND CREDIT?

To reduce your study load and to avoid repeating learning in areas where you already have the knowledge or skills.

When applying for RPL and Credit:

- Evidence supporting your application must demonstrate a minimum of 80% coverage of the equivalent Ikon subject content for each subject which RPL or credit is being applied for.
- Ikon will not grant RPL or credit for any subjects if the equivalent subject has been awarded as Advanced Standing or credit by another provider.
- Ikon will not grant RPL or credit for any placement subjects.
- Applications for RPL or credit must be submitted 4 weeks PRIOR to the commencement of the relevant subject.

WHAT ARE THE FEES?

Please view our Schedule of Fees on the website.

<https://ikon.edu.au/fees/>

WHAT TYPE OF EVIDENCE IS REQUIRED?

- A certified copy of your academic transcripts, qualification or testamur from a higher education provider or a registered training organisation (RTO) that was completed within 10 years
- A certified copy of your certificate from professional body, enterprise or other similar body that was completed within 10 years
- Current Resume or CV (including up to two current referees with contact details for your professional experience)
- Copies of your subject outlines detailing learning outcomes, weekly structure, topic list, assessment details.
- Copies of completed and marked assessments in the field of arts therapy.
- Digital evidence of engagement in teaching, delivering learning opportunities to children, engaging with families or the community.

WHO CAN CERTIFY MY DOCUMENTS?

Ikon will accept photocopies certified by anyone who is currently employed as a:

- Justice of the Peace
- CA or CPA accountant
- bank or credit union manager
- barrister, solicitor or attorney
- currently licensed or registered under a law medical or allied health practitioner
- police officer with the rank of sergeant and above
- postal manager
- pharmacist
- principal of an Australian secondary college, high school or primary school
- teacher employed on a full-time basis at a school or tertiary education institution.

Or anyone listed within the Commonwealth of Australia statutory declarations Act 1959.

WHAT ARE THE OUTCOMES OF RPL?

If you are granted RPL for a particular subject, you do not need to complete the subject and Advanced Standing is recorded on your record.

If you are declined RPL for a particular subject any fees used within the process may be put towards the full subject cost when enrolling in the subjects.

WHAT IS THE RPL PROCESS?

1. Complete this RPL application form, including the learning outcomes table.
2. Submit this document along with your supporting evidence to admissions@ikon.edu.au 4 weeks PRIOR to the commencement of the relevant subject.
3. Make payment for your application.
4. Ikon will assess your application within 4 weeks of submission.
5. You may be required to discuss your application via a phone call or face to face.
6. You will receive notification of your application outcome by email.

Note: Your application for RPL will not be assessed until the completed application, signed declaration, required evidence has been provided.

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Student Name:

Contact Details: Mobile:

APPLYING FOR CREDIT

For each subject, identify the type of RPL or credit you are applying for and the evidence you have submitted for consideration.

- If you are applying for credit from another Higher Education Provider, you will need to submit as a minimum your transcript and the subject outline as evidence.

APPLYING FOR RPL

- If you are applying for RPL, you will need to submit enough evidence that demonstrates a minimum of 80% coverage of the equivalent Ikon subject content.

For each subject that you are applying for, you are required to detail in a short statement your knowledge, experience, and skills in the subject area as well as list the evidence that meets the subject outcomes. For each piece of evidence, you must list the following for each subject:

- Testamur - List qualification number and name
- Certificate - List certificate title
- Subject Outline - List equivalent subject/unit number/s
- Transcript - List equivalent subject/unit number/s
- Assessments - List assessment/s title
- Engagement/Delivery - List engagement/delivery title
- Resume or CV - list relevant experience

CORE SUBJECTS:

SOC101 Integrative Psychotherapy in Theory		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject is the first in a developmental sequence of study underpinning knowledge and core skills in counselling and integrative arts therapy practice. The theoretical underpinnings of the subject are sourced in the extensive literature on person-centred and experiential psychotherapy, Eastern and Indigenous practices and psychodynamic interpersonal therapy originating in the work of Carl Rogers, Eugene Gendlin and significant humanistic-existential and psychodynamic theorists and practitioners.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

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ART102 Integrative Arts Psychotherapy in Practice		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject is the second in the developmental sequence of study underpinning knowledge and core skills of arts psychotherapy practice. The central activity of this subject is the students' experiential practice of therapeutic skills in one-to-one therapeutic interactions with peers where students will share and work with their own 'lived experience' in sessions. Students are given the opportunity to apply interventions and processes to build and strengthen the therapeutic relationship, unpack the client's difficulties and help the client to access and explore inner experience. Students will engage in reflection on their practice of micro-skills in integrative arts therapy.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
ART103 Models of Arts Therapy Practice		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject focuses on the knowledge, approaches, and applications of three specific theoretical models and techniques in art therapy: existential-phenomenological approaches, cognitive-behavioural approaches, and motivational interviewing. Building on the theoretical knowledge from each framework, students will become conversant with the techniques that cultivate central themes, issues and constructs of psychological inner conflict in clients. The exploration contributes to the students' greater thoughtfulness and open-mindedness of healing through creative arts.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
ART104 Qualities of Art Making and Arts Media		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This experiential subject focuses on the subjective lived experience of 'being with' art, artmaking, and art media. Through interactive lectures and experiential learning students will investigate a range of 2D and 3D art materials with an emphasis on experiencing their different qualities and the physical and emotional responses they elicit. The experiential subject will emphasise the collaboration between the art-maker and materials (as an active participant) in the creative process. Students will experience how the relationship between art-maker and art materials allows the artwork (image, sculpture, installation) to emerge.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
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ART105		Mental Health and Arts Therapy in Clinical Settings		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject provides an overview of mental health practice and examines the role of arts therapists in promoting mental health and wellbeing, preventing mental illness and reducing the effects of illness. Students will explore how the conceptions of normal and abnormal psychology have developed over time and examine the historical emergence of systems of diagnosis (DSM-5 and ICD-11), their justifications, and criticisms. Students will learn to identify major categories of the current classification systems in psychopathology in preparation for working in mental health facilities and treatment centres.</p>					
STUDENT EVIDENCE (Student to complete)	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
SOC106		Embracing Culture, Diversity and Inclusion		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>As therapists, there are ethical underpinnings to individual world views which often create prejudices and biases which are socialised and are on the whole, unconscious. This subject will equip students with the knowledge, skills and awareness to engage in ethical and culturally sensitive therapeutic practices. Engaging in a pedagogy centred on culture and diversity, independence, autonomy and philosophy, students will examine the versatility of embedded identities and their influence on beliefs, values and biases, both positive and negative. Students will develop cross-cultural skills important to working with Aboriginal and Torres Strait Islander individuals, families and communities, and how to approach their therapeutic needs and healing.</p>					
STUDENT EVIDENCE (Student to complete)	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
ART107		Ethics and Arts Therapy Practice		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject is designed to develop the student's awareness and understanding of ethical and legal issues critical to arts therapy practice. Students will learn about ethical principles and frameworks that can inform behaviour and decision-making, including relevant legislation, professional practice standards and codes of ethics within the Australian professional landscape. Students will examine scenarios to identify ethical and legal issues and propose solutions to dilemmas common in therapeutic practice, including those relating to mandatory reporting, dual relationships, professional boundaries and power dimensions. Students will also explore how their personal values may influence their behaviour, decision-making and developing professional identity.</p>					
STUDENT EVIDENCE (Student to complete)	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

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ART108 Arts Therapy in Group Practice		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

SOC201 Life Span Development		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject explores central issues, theories, and methods in the study of developmental psychology and life span development. An interdisciplinary approach is taken to track the development of life from an evolutionary and cultural perspective. By focusing on development themes of evolution, embryology, attachment, and cultural history, students can gain a deeper awareness of how life develops regarding concepts of nature and nurture. An overview is provided of abnormal development alongside the important developmental stages that human beings pass through.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART202 Expressive Modalities in Arts Therapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
Students will learn the central importance of play in facilitating change in psychotherapy through the use of a range of expressive art modalities such as storytelling, movement, dance, voice, music, drama, and sand-tray, in a variety of different combinations in order to express thoughts, feelings, communicate non-verbally, achieve insight and experience the healing potential of the expressive process. Students will learn to apply the eight core processes common to the expressive arts therapies, in which the concretization of clients' inner experience can be used to process both implicit and explicit processing of psychological content.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

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ART203 Intermodal Philosophy and Theory		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART204 Dance, Movement and Embodied Arts		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject explores the integration of movement into multimodal arts practice. Students will explore the philosophical and historical foundations to how the body has been perceived in society and its present-day implications, and learn the fundamental concepts of body-psychotherapy and movement-based therapies. Students will practice movement-based interventions, how to integrate them into psychotherapeutic and arts-therapeutic contexts, and examine the ethical considerations for movement-based interventions.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART205 Creativity and Healing		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject will explore central issues, theories, and methods in the study of developmental psychology and life span development. An interdisciplinary approach is taken to go through the development of life from an evolutionary and cultural perspective. By focusing on evolution, embryology, attachment, and cultural history, students can gain a deeper awareness of how life develops with regard to concepts of nature and nurture. An overview is provided of abnormal development alongside the important developmental stages that human beings pass through – birth, infancy, adolescence, adulthood, seniority, dying, and death.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

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ART207 Drama Therapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject introduces the core processes that inform drama therapy. Students will consider their dramatic histories before using role, story, projective techniques and a range of dramatic processes to further their dramatic development. Students will have an opportunity to reflect upon their experiences and conceptualise how the theatre arts may be used to explore and achieve therapeutic goals.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART208 Assessment and Treatment Planning		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject introduces students to theories and models of case conceptualisation which is evidence-based art therapy assessment and hypothesis development within the context of case management. Students will utilise case conceptualisation frameworks to hypothesise on and identify a client's concerns, note how the difficulties developed and highlight the client's strengths. Students will be introduced to art therapy assessments, and adjunct tools. The data obtained can assist the art therapist to plan appropriate art therapy interventions, implement the treatment plan, and review the overall efficiency of the case conceptualisation.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART301 Responding to Trauma with the Arts		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject brings together an understanding of trauma and its effects, providing theoretical and practical knowledge of trauma-informed approaches in arts therapy. Students will learn basic safety and stabilisation skills, the role of expressive arts therapies in relationships, connection, self-regulation, and the embodied healing of trauma. Through experiential learning activities, students will explore ways to help clients explore emotions, memories, and personal narratives through the creative arts.			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
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SOC302 Indigenous Mental Health and Healing Practices		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject provides an opportunity for students to examine the distress, pain, and post traumatic difficulties of Aboriginal and Torres Strait Islander peoples as the legacies of racism, and colonisation, loss of country and community, adaptation, trauma, and survival. Students will identify and develop skills in healing practices that can be used to engage and redress this trauma. Emphasis will be placed on the importance of identity, resiliency, family, country and community and the implementation of a holistic community healing model. Songlines, ceremonies, rites of passage, dreaming and storytelling will be explored as important elements of Indigenous healing practice.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART304 Arts Therapy with Children		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>Students will be introduced to working with children using relational and attachment focused expressive arts therapy. Building on child development theory learnt in Life Span Development, the subject looks at children in infancy, early childhood, and middle childhood experiencing trauma, grief, pain, and autism spectrum disorder processes. Students will learn techniques to support children to access, experience and express thoughts, feelings, and experiences through using visual arts, play, music, and movement.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ART305 Integrating the Arts and Practice		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject explores the significance of therapeutic presence, examining in greater depth the sensitivity and 'intangibles' that occurs in the intersubjective field, or the space between clients/patients and the therapist. This overarching approach links interpersonal neurobiology with the benefits of expressive arts therapies, which can be applied across all therapeutic modalities to form an integrated whole. The concept of clinical intuition will be used as a foundation to expand and build on students' previous practical skills and theoretical knowledge through weekly experiential activities equipping them with specific skills required for clinical placement.</p>			
STUDENT EVIDENCE (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

ELECTIVE SUBJECTS:

ARTE202 Sandplay and Symbol Work with Children and Adults		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>In exploring a range of expressive theories using miniatures, students will compare and contrast individual frameworks such as 'The World Technique' by Margaret Lowenfeld, the 'Erica Method' used in Sweden, the 'Jungian Sandplay' 'safe and protected' space of Dora Kalff and the 'Dramatic Productions Test' of Erik Erikson. A focus on symbolic thinking and meaning-making, mythology, archetypes and complexes and therapeutic progression is central to this subject. Students will examine case material of child sandplay and learn to facilitate adult sandplay by experientially engaging with the sand, water, miniatures and figurines. Undertaking their own personalised process of four sand trays provides an opportunity for students to attune to emotional experience and life narrative through the sand pictures.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

COUE203 Ecopsychotherapy		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject introduces students to the emerging field of ecopsychotherapy – exploring both theory and practice.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

COUE301 Helping Young People		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject examines child and adolescent development, common concerns and issues young people may bring to therapy and best practice engagement strategies when working with young people in a therapeutic context. Students will learn how different engagement activities can be used to effectively build rapport and positive therapeutic relationships with young people, and engage their families, parents and caregivers in the therapeutic process. Subject content also includes how to work within relevant legislation including, confidentiality, informed consent and duty of care with children and young people under the age of 18.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

COUE302 Dreams and Symbols in Psychotherapy		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject is concerned with developing an understanding of the symbol and dream-producing resources of the human psyche. In particular, the subject focuses on the capacity of the dreaming function to access and mobilise resource systems to engage with problem-solving, stress reduction, knowledge and understanding, change management and psychological development. The subject explores experiences gained in the dreaming, liminal, conscious imaging and metaphor states of consciousness. Skill development is directed towards using various methods to access this domain, including Jungian and archetypal processes, in both individual and group settings. These methods are developed as part of an integrative symbol and dreamwork skillset.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

COUE303 Eastern Practice and Western Philosophy		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject explores the themes of growing up and waking up. It is run in an intensive format following a structured program of personal reflection, practice and lectures. The subject explores themes of organisation of mind through understanding the research and practices that help facilitate individual organisation of mind. This subject will begin by addressing early developmental factors in the formation of mind and move to include transpersonal psychology and eastern philosophy and practices.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
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Provide a full list of the evidence attached to this application.

DECLARATION

In signing below, I acknowledge, confirm, and accept:

- I have read the Recognition or Prior Learning and Credit Policy and understand the application process.
- It is my responsibility to provide sufficient detail and relevant evidence to support my application.
- I consent and give Ikon permission to contact relevant parties to verify the authenticity of my application and supporting documentation and to seek further information about the originating source to make an informed assessment.
- I understand that I may be asked to provide further evidence and/or be contacted to discuss the application.
- I understand the recognition I am seeking is not guaranteed and that the final determination is bound by legislation, regulatory standards, and institutional policy.
- I agree to the RPL fee as per the Schedule of Fees on the website <https://ikon.edu.au/fees/>. Noting this fee is applicable when I agree to any subjects granted RPL. If RPL is denied and I enrol into the subject, the full subject cost will be applicable.

Student name:	Student signature:	Date:

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Student Name:

Learner ID:

Assessor Name:

Date of Assessment:

☐ (Assessor to tick) I have reviewed all evidence provided and conducted (if required) external third-party verification.

Subject Requested		Assessment Outcome	Decline Reason (if applicable)
<input type="checkbox"/> SOC101	Integrative Psychotherapy in Theory	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART102	Integrative Arts Psychotherapy Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART103	Models of Arts Therapy in Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART104	Qualities of Art Making and Arts Media	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART105	Mental Health in Clinical Settings	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOC106	Embracing Culture, Diversity and Inclusion	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART107	Ethics and Arts Therapy Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART108	Arts Therapy in Group Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOC201	Life Span Development	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART202	Expressive Modalities in Arts Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART203	Intermodal Philosophy and Theory	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART204	Dance Movement Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART205	Creativity and Healing	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART207	Drama Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART208	Assessment and Treatment Planning	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART301	Responding to Trauma with the Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOC302	Indigenous Mental Health and Healing Practices	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART304	Arts Therapy with Children	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ART305	Integrating the Arts and Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTE202	Sandplay and Symbol Work with Children and Adults	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> COUE203	Ecopsychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> COUE301	Helping Young People	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> COUE302	Dreams and Symbols in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> COUE303	Eastern Practice and Western Psychology	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other

Recognition of Prior Learning and Credit

BACHELOR OF ARTS THERAPY

RPL Decline reasons explanation.

- RPL from other provider: *Declined as the evidence provided for consideration is based on another Higher Education Provider granting RPL/Credit. Under Ikon Policy we are unable to RPL/Credit based on another provider awarding RPL/Credit to their qualification*
- Insufficient mapping: *Declined due to insufficient mapping to a minimum of 80% coverage of the equivalent Ikon subject content.*

Provide any further comments if required below.

STUDENT ACCEPTANCE OF RPL AND CREDIT ASSESSMENT OUTCOME

Student name:	Student signature:	Date:

ADMINISTRATION

RPL and credit outcomes recorded on student record as Advanced Standing	<input type="checkbox"/> Yes	Name:	Date:
Fee payment processes completed	<input type="checkbox"/> Yes	Name:	Date: