

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 counselling and psychotherapy.

- 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](mailto: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**

## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

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

## 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 therapeutic 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.			
<b>STUDENT EVIDENCE</b> (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)

## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

<b>COU102 Integrative Psychotherapy in Practice</b>		<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 counselling and therapeutic 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.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU103 Models of Contemporary Practice</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>In this subject, students will develop an understanding of the main theoretical perspectives and models that inform therapeutic practice and facilitate therapeutic change, including psychodynamic; humanistic-existential; experiential – emotion-focused therapy; cognitive behavioural and third-wave CBT; transpersonal and soul centred, constructivist; and integrative schools. Students will examine the change mechanisms common across all therapeutic models and those particular to each model. The models studied are contextualised within an integrative conceptualisation framework, and students will have the opportunity to integrate theory into practice using case scenarios.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU104 Ethics in Counselling and Psychotherapy Practice</b>		<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 counselling and psychotherapy 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>			
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<b>COU105 Mental Health and Crisis Management</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject explores the varied experiences of consumers utilising mental health services in Australia and identifies the current strengths and weaknesses of that system. Students will learn about how the conceptions of 'normal and abnormal behaviour' have developed culturally over time and explore the historical emergence of the Diagnostic and Statistical Manual of Mental Illness (DSM) system of diagnosis, its justification, and criticisms. Students will learn to identify important terms and major categories of the current classification systems in psychopathology. Students will learn skills of responding to clients presenting in mental health crisis and in suicidal states.</p>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
<b>SOC106 Embracing Culture, Diversity and Inclusion</b>		<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>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
<b>COU107 Case Conceptualisation</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>In this subject, students will be introduced to the practice of case conceptualisation in clinical practice which will guide their treatment planning and interventions during their placement as part of the subject Supervised Practice A. Emphasis will be placed on short term treatment planning. Students will learn to present a clear theoretical explanation for and understanding of the client's situation, background, difficulties, patterns, and pain from within a variety of theoretical lenses and through the integrative lens. Students will learn to form hypotheses about why the client presents to therapy in the way that they do and what 'needs' the client holds. The subject will focus on formulating treatment plans to facilitate change. The case conceptualisation process encourages the therapist to think about the client in an in-depth way.</p>			
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<b>SOC201</b>		<b>Life Span Development</b>		<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>					
<b>STUDENT EVIDENCE</b> (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)			
<b>COU202</b>		<b>Trauma Informed Practice</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject will introduce students to core concepts and principles of trauma informed practice. Single instance trauma, multiple exposure related trauma and infant attachment trauma will be examined and contrasted. The subject draws on the theoretical literature related to trauma and attachment. Students will learn to recognise causal factors, impact, emotion dysregulation and symptoms of trauma and how a variety of populations such as Indigenous peoples, children and young people, survivors of war and refugees, and survivors of violence, floods and bushfires experience and respond to trauma. Students will learn to recognise triggers to re-traumatisation, and work within the client's window of tolerance.</p>					
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
<b>COU203</b>		<b>Understanding Systems in Psychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject takes a systems lens to psychotherapy focusing on the person-environment approach. Students will be introduced to General Systems Theory as the foundation for understanding the different systems that impact an individual's wellbeing. Learning commences with an exploration of a broad systems approach and moves through a range of systems such as eco-systems, family systems, couple systems and individual psycho-biological systems. Students will reflect on systems thinking and the impact of their own family system on their development and wellbeing.</p>					
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<b>COU204 Integrative Treatment Practice</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject will introduce students to core concepts and principles of trauma informed practice. Single instance trauma, multiple exposure related trauma and infant attachment trauma will be examined and contrasted. The subject draws on the theoretical literature related to trauma and attachment. Students will learn to recognise causal factors, impact, emotion dysregulation and symptoms of trauma and how a variety of populations such as Indigenous peoples, children and young people, survivors of war and refugees, and survivors of violence, floods and bushfires experience and respond to trauma. Students will learn to recognise triggers to re-traumatisation, and work within the client's window of tolerance.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU205 Group Work Process</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject explores the theory, practice, and ethics of supportive and psychoeducational group work. Students will learn to work with and lead support groups and psychoeducation groups in the mental health, wellbeing, and human services sectors. Students will learn to facilitate groups, understand issues that arise in groups and resolve conflicts and powerplays. Students will develop expertise in recognising and working with group dynamics which is behaviour in groups such as power, conflict, vulnerability, and connection and support. Consideration will be given to group processes, roles taken up by group members, stages of group development over time and implicit and explicit communication in groups.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU207 Treatment of Grief and Loss</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject will enable students to develop both a sound understanding and familiarity with the techniques of case management concerning central issues around grief, loss and bereavement in the psychotherapeutic process. This will involve acquisition of skills, knowledge and an understanding of appropriate interventions for different grief and loss contexts and presentations. The subject will also focus on the cultural, sociological, and ethical aspects of working with these themes.</p>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

<b>COU208 Narrative, Identity and Integrative Processes</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject will introduce students to the core concepts and practices which focus on dealing with the notions of self, agency, autonomy, identity and narrative as they appear in psychotherapy. This subject draws from an interdisciplinary perspective in order to enable students to understand how these critical aspects of human experience may be considered and worked within a clinical setting. This subject is divided into two distinct phases. The first is theory-based and draws from the philosophy of mind, neuroscience, neuro-psycho-pathological studies and cognitive science. The second draws these into clinical relevance by engaging these ideas alongside the practices of narrative therapy and mentalization-based psychotherapy.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU301 Psychodynamic Interpersonal Therapy</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject offers an introduction to psychodynamic psychotherapy using the evidence-based approach of psychodynamic-interpersonal therapy. Students are introduced to the theoretical concepts, principles, and core competencies of the conversational model. Students will develop skills in assessment, case conceptualisation and planning for therapeutic interventions using psychodynamic-interpersonal therapy, and critically reflect on their use of psychodynamic interpersonal therapy in supervised practice sessions.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>SOC302 Indigenous Mental Health and Healing Practices</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>The subject examines the distress, pain, and post-traumatic difficulties of Aboriginal and Torres Strait Islander peoples, as the legacies of racism, colonization, 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>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

<b>COU304 Experiential Processes in Psychotherapy</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject introduces students to therapeutic imagery techniques and to Gendlin's Focusing – two experiential therapeutic processes which derive firstly from research into non-ordinary states of consciousness and secondly from outcome research into what works in therapy. Students will examine and experience firsthand the ways these two therapeutic processes tap into human resources such as inner knowing, inner experience, the felt-sense, insight, problem solving and self-realisation. Additionally, emphasis will be on facilitating a compassionate inner relationship with presently felt experience.</p>			
<b>STUDENT EVIDENCE</b> (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)	
<b>COU305 The Body in the Treatment of Trauma</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject builds on Trauma Informed Practice to extend student understanding of the theory and practice that underlies the emergent area of trauma focused and somatic informed psychotherapy. Students will learn the neurobiology of trauma and how trauma affects the brain creating bodily symptoms and reactions and effecting memory. There is a focus on multiphasic treatment approaches and the skills pertaining to each phase of trauma treatment and practice. Students will develop the capacity to build an integrative approach to trauma treatment using both 'bottom-up' approaches such as sensory motor processing and somatic experiencing as well as 'top-down' approaches such as mentalization. By employing a phenomenological approach, students will gain a sound understanding of the inner experience of trauma for specific populations.</p>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
<b>COU306 Self and Philosophy of Practice</b>		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject explores the issues of knowledge, research, and self in the context of psychotherapy practice. It examines the foundational questions of ontology and explores epistemic implications for research practice. The subject develops critical skills required for understanding research practices and methods and supports students to develop skills in conducting literature reviews and establishing sound research questions. The subject concludes with students exploring and asking questions about the self and the role of wisdom and lays the ground for the life-long pursuit of wisdom.</p>			
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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## ELECTIVE SUBJECTS:

<b>ART204</b>		<b>Dance, Movement and Embodied Arts</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
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.					
<b>STUDENT EVIDENCE</b> (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)			
<b>ARTE202</b>		<b>Sandplay and Symbol Work with Children and Adults</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
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.					
<b>STUDENT EVIDENCE</b> (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)			
<b>COUE203</b>		<b>Ecopsychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject introduces students to the emerging field of ecopsychotherapy – exploring both theory and practice.					
<b>STUDENT EVIDENCE</b> (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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## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

<b>COUE301</b>		<b>Helping Young People</b>		<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>					
<b>STUDENT EVIDENCE</b> (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)			
<b>COUE302</b>		<b>Dreams and Symbols in Psychotherapy</b>		<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>					
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
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<b>COUE303</b>		<b>Eastern Practice and Western Psychology</b>		<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>					
<b>STUDENT EVIDENCE</b> (Student to complete)	Statement:				
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

## Recognition of Prior Learning and Credit

### BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

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.

<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>

# Recognition of Prior Learning and Credit

## BACHELOR OF COUNSELLING AND PSYCHOTHERAPY

**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"/> COU102	Integrative Psychotherapy 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"/> COU103	Models of Contemporary 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"/> COU104	Ethics in Counselling and 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"/> COU105	Mental Health and Crisis Management	<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"/> COU107	Case Conceptualisation	<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"/> COU202	Trauma Informed Processes	<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"/> COU203	Understanding Systems 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"/> COU204	Integrative Treatment 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"/> COU205	Group Work Process	<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"/> COU207	Treatment of Grief and Loss	<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"/> COU208	Narrative, Identity and Integrative Processes	<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"/> COU301	Psychodynamic Interpersonal 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"/> 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"/> COU304	Experiential Processes 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"/> COU305	The Body in the Treatment of Trauma	<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"/> COU306	Self and the Philosophy of 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"/> ART204	Dance, Movement and Embodied 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"/> 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 COUNSELLING AND PSYCHOTHERAPY

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

<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>

### 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: