

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

### DIPLOMA 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

### DIPLOMA 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>			
<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

### DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

<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:
	<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>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:
	<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>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>			
<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

### DIPLOMA 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

### DIPLOMA 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

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.**

**Recognition of Prior Learning and Credit**  
**DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY**

**STUDENT ACCEPTANCE OF RPL AND CREDIT ASSESSMENT OUTCOME**

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