



STUDENT HANDBOOK 2016



Adelaide | Brisbane | Canberra | Melbourne | Perth | Sydney
Sydney Korean | Distance Education (English & Korean)



Ph 1300 721 397

www.aifc.com.au
Australian Institute of Family Counselling

aifc Handbook for Students
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Registered Provider Name: Australian Institute of Family Counselling Ltd.

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From the Founder

On behalf of aifc (the Australian Institute of Family Counselling) I welcome you to our counselling training program.

The aifc counselling training is presented as a three-year package, which conforms to other recognised basic counselling training programs. However the aifc package is unique in that it will culminate in the Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual), a post-graduate qualification.

The program is accredited with the Psychotherapy and Counselling Federation of Australia (PACFA), the Australian Counselling Association (ACA) and the Australian Government as a VET FEE-HELP provider. This places aifc well ahead of other counselling training programs in Australia. The three-year package is also offered at a lower cost than any other national three-year fully accredited comprehensive counselling training package.

Once counsellors become a graduate/clinical member with ACA or with a PACFA member association, by doing a course such as our Graduate Diploma and the necessary additional counselling hours, they are eligible to be included on the Australian Register of Counsellors and Psychotherapists (ARCAP). This register is available to the public. This provides excellent career opportunities in the high-growth counselling industry as well as in private practice and clinics and the church.

PACFA and ACA are presently arranging for appropriately qualified counsellors and psychotherapists to be issued with private health fund provider numbers. The industry associations are also lobbying the Federal Government to have the profession included under the Australian Government's medical benefits scheme, which will entitle them to receive rebates for counselling clients in health funds.

In addition to counselling training, another purpose of the training is to restore, equip and mobilise individuals and families for the great commission—discipling nations. In being part of this great work, aifc is simply a servant of the local church. It is God's work not ours and it is thrilling to be part of something that He is distinctly prospering.

The disciples had three years of intensive training by Jesus. The training that is essential to effectively carry out God's will in ministry is never more needed than in counselling; intervening into the lives of other people is serious business. One of my favourite Bible passage in this regard is,

Blessed be the Lord my Rock, who trains my hands for war and my fingers for battle (Psalm 144:1).

Everything for God depends upon redemption in Christ Jesus through his blood (Ephesians 1:7). Restoration, reconciliation, enrichment and equipping can only proceed from this platform. This is given a central place in this course.

As it is generally accepted that you cannot help another person beyond where you are yourself, emphasis in the training program is placed on personal development. I believe that during the course you will experience the help of the Holy Spirit in making you a healthier and stronger Christian and therefore a more effective minister of reconciliation in a needy world. May you be much blessed as you allow God to do this wonderful work in you and may you be a blessing to many in the advancement of his Kingdom.

Students come from a wide range of Christian backgrounds with differing beliefs. I encourage you to analyse and evaluate the material as it is taught and apply it to your own denominational setting.

You will find this handbook of great assistance as you proceed through the course. I encourage you to study it, become thoroughly acquainted with it and make full use of it. The table of contents and the very comprehensive index will help you find information quickly.

We are available to help you. Please do not hesitate to contact your tutor, assistant director, regional or program director or the aifc national office if you need further information and assistance.

Dr Bruce Litchfield



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How to use this handbook

Welcome to aifc (the Australian institute of family counselling)

The Directors and staff of aifc thank you for considering the aifc counselling training program. It can be safely said that this is the most accredited and popular Christian counselling training organisation in Australia. You will be trained to counsel not only Christians but also non-Christians. When you complete our Diploma you can become a member of the Australian Counselling Association (Level 1). Upon completion of the Advanced Diploma you will be well qualified as a counsellor. After three years (full time study) you will become a family therapist, meeting the basic requirements for counselling training established by the Psychotherapy and Counselling Federation of Australia (PACFA).

aifc meets the Standards for Registered Training Organizations (National VET Regulator): <http://www.comlaw.gov.au/Details/F2013200167> and competency based training (CBT) programs of the Australia Skills Quality Authority (ASQA): www.asqa.gov.au

This handbook is something that you should carefully study, use throughout the entire course of study and retain in your records for future use. It sets out full details of aifc and its policies, code of ethics, staff, fees, learning outcomes and student rights and responsibilities.

As you undertake each unit of your selected course, you will be provided with a Learning and Assessment Guide that will outline all the details of the unit including Assessment tasks.

Handbook structure

This handbook is made up of two sections:

Part A describes the courses and assessment policies

Part B gives an overview of aifc and its policies.

Please visit the aifc website to download the Handbook Supplement relevant to the specific course you wish to undertake. There is one of these for each of aifc's three courses and contains information that pertains to that specific course.

Course dates

Please visit our website to find the Seminar and VET FEE HELP census dates for your local centre. It is advised that you place the dates in your diary immediately to ensure your availability

Students' Portal

The aifc portal is a single logon location for you to interact with aifc's IT systems. This includes:

- 1) Keeping your information up-to-date in the Student Management System
- 2) Communication with your tutor (including accessing and submitting your assessment tasks) in aifc's Learning Management System.

Detailed instructions on how to use these systems will be provided during your orientation.

Part A - courses and assessment

Course structure

The four courses offered by aifc are:

Undergraduate:

- 10486NAT Diploma of Counselling (Christian)
- 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)
- CHC51712 Diploma of Counselling – cannot be undertaken separately but is issued with 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)

Post-graduate:

- 10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

The 2016 course structure and units appear below:

Students commencing the Diploma course in 2016 will undertake the course below (note: part time students commencing in 2016 will undertake 'Year A' units only)

Term	Part Time Year	Unit of Competency	Nominal Hours
Diploma of Counselling (Christian)			1095
1	A	COCCDF501A Apply Christian discipleship foundations	60
1	A	COCALS595A Apply active listening skills from a Christian perspective	30
1	B	COCTPS502A Integrate theories of theology, psychology and spirituality relevant to counselling	60
1	B	HLTWHS300A Contribute to WHS processes	20
2	A	COCRED530A Apply redemptive truth in counselling	60
2	A	CHCCSL502A Apply specialist interpersonal and counselling interview skills	60
2	B	COCTMP505A Evaluate theories and models of psychotherapy	90
2	B	CHCCSL508B Apply legal and ethical responsibilities in counselling practice	70
3	A	CHCCS514B Recognise and respond to individuals at risk	45
3	A	CHCCSL501A Work within a structured counselling framework	120
3	B	CHCCSL507B Support clients in decision-making processes	120
3	B	COCCBT520A Evaluate and apply Cognitive Behavior Therapy	60
4	A	CHCCSL512A Determine suitability of client for counselling services	70
4	A	HLTHIR403C Work effectively with culturally diverse clients and co-workers	20
4	B	CHCCSL503B Facilitate the counselling relationship	90
4	B	COCGCM512A Apply the aifc General Counselling Model	120

Students receive 10486NAT Diploma of Counselling (Christian)

Students undertaking the Advanced Diploma course in 2016 will undertake the course below: (note: part time students in 2016 will undertake 'Year A' units only)

Term	Part Time Year	Unit of Competency	Nominal Hours
Advanced Diploma of Counselling and Family Therapy (Christian)			
1	A	CFTRFP610A Evaluate and apply models of relationships, family and parenting to therapy	90
1	A	CFTMFT625A Use a Specific Model of Family Therapy	60
1	B	CFTSMT645A Apply stress management in therapy	30
1	B	CHCCSL504A Apply personality and development theories	50
2	A	CFTATC604A Apply Theology in Counselling	60
2	A	CFTCFT691A Conduct family therapy with an individual	60
2	B	CHCCM503C Develop, facilitate and monitor all aspects of case management	75
2	B	CHCCSL505A Apply learning theories in counselling	50
3	A	CFTCFT692A Conduct family therapy sessions with families	60
3	A	Elective 1	
3	B	CHCFCS803B Provide grief and loss counselling	40
3	B	Elective 2	
4	A	CFTADD655A Provide therapy for clients with addiction issues	90
4	A	Elective 3	
4	B	Elective 4	
4	NA	CHCCSL506A Apply counselling therapies to address a range of client issues	60

Students receive 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)

Students receive CHC51712 Diploma of Counselling

2016 Advanced Diploma Electives include:

CHCFCS802B Provide Relationship Counselling	50
CHCFCS804B Provide Counselling to Children and Young People	40
CFTMDS650A Evaluate and apply Therapy for Mental Disorders	60
CFTABS665A Provide therapy for issues relating to abuse	60
CFTSEX675A Provide Therapy for clients presenting with sexual problems	60

10134NAT Graduate Diploma on Counselling and Integrated Psychotherapy (Spiritual)

Term	Course Duration A=FT B= 2Yrs C=3yrs	Unit of Competency	Nominal Hours
Graduate Diploma of Counselling and integrated Psychotherapy (Spiritual)			
1	A,B,C	MTMBUS702A Provide Strategic Leadership	
1	A,B	Work with complex contemporary and ethical issues in integrated psychotherapy	
1	A	Elective	
2	A,B,C	Evaluate, synthesise and apply a variety of counselling or psychotherapy modalities in counselling practice	
2	A	BSBRES401 Analyse and Present Research Information	
2	A	Manage own self-care in professional practice	
3	A,B,C	Evaluate, synthesise and apply a new model of counselling or psychotherapy	
3	A	Provide Professional Supervision to supervisees	
3	A,B	Elective	
4	A	BSBRES801A Initiate and Lead Applied Research	
4	A,B,C	Elective	
4	A	Elective	

Students receive 10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

2016 Graduate Diploma Electives include:

CHCFCS802B Provide Relationship Counselling	50
CHCFCS804B Provide Counselling to Children and Young People	40
CFTMDS650A Evaluate and apply Therapy for Mental Disorders	60
CFTABS665A Provide therapy for issues relating to abuse	60
CFTSEX675A Provide Therapy for clients presenting with sexual problems	60

Please visit the aifc website to download a 2016 supplement for a detailed description of each unit.

Flexible learning is available in so far as you have up to three years to complete the Diploma, a further three years to complete the Advanced Diploma and three years to complete the Graduate Diploma. Units must also be completed in the correct sequence.

The overall objective of the courses is to teach basic counselling skills and a general model of Christian counselling in the Diploma, a model of family therapy in the Advanced Diploma, integrating theology, psychology and spirituality, and an intensive practical application with specialised leadership skills in the Graduate Diploma.

Your progress through the course

The aifc courses are designed to take our students on a very intentional journey, comprising 6 month blocks we call 'seasons':

Diploma of Counselling (Christian)

1) Cornerstone (months 1-6).

We lay the foundations with Jesus himself as the cornerstone. We explore your personal discipleship journey, basic counselling skills, WHS, ethics and God's redemptive work in the life of the believer. Our guiding text is Ephesians 2:19-22

2) Equip (months 7-12).

We introduce you to a specific model of counselling and the basics of Cognitive Behavioural Therapy. We look at working with those who are suicidal, those from other cultures and some introductory interventions around depression and anxiety. Our guiding text is Ephesians 4:11-13

Advanced Diploma of Counselling and Family Therapy (Christian)

3) Plunder (months 13-18).

We dig deep into the world of psychology including learning and personality development theories. We introduce you to stress management and a model of working with families. You start counselling a Diploma student under close supervision and learn the basics of case management. Our guiding text is Ex 12:35-36

4) Sent (months 19-24).

Just as Jesus had a season where He sent his disciples so we have a transition season to prepare you for vocational work as a counsellor. You engage with external clients under external supervision. In this season you start to explore specialised topics of interest as well as covering foundational work with addiction, grief, loss and with families. Our guiding text is John 20:21-23

Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual)

5) Refined (months 25-30).

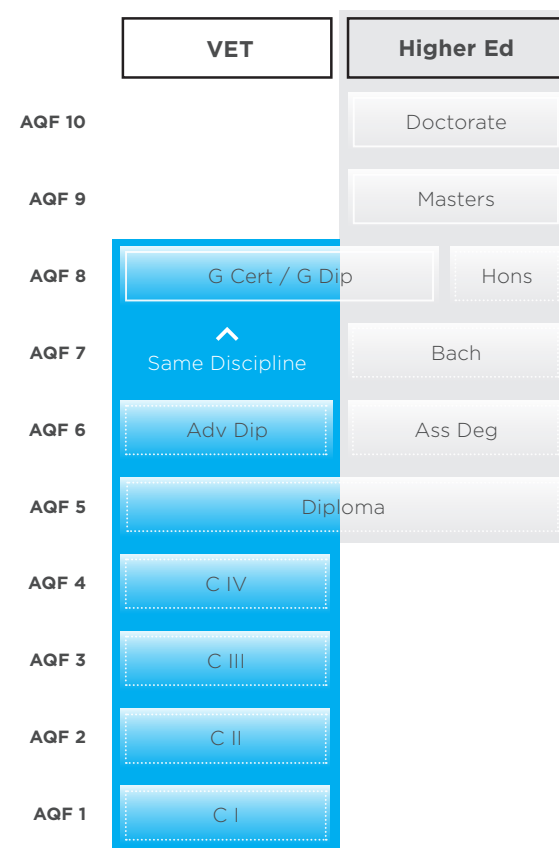
You are no longer a student in training but a colleague doing professional development. We go on a journey of professional and personal refinement from counsellor to therapist - exploring new clinical approaches, grappling with contemporary ethical issues and learning specific leadership skills. Our guiding text is Daniel 11:33-35

6) Leaders (months 31-36).

Through elective choices, professional practice and a research project you are becoming a subject matter specialist in a particular therapy area. We take you through an externally accredited course to teach you to be a supervisor. Our guiding text is Judges 5:6-9

What next? - an aifc Masters is under development which would be a one year extension on the Graduate Diploma with the seasons of 'Sanctify' and 'New' - stay tuned!

Australian Qualifications Framework Levels



Professional Recognition of aifc's courses

aifc offers one of the very few Counselling course/s that are recognised by the Australian Counselling Association (ACA) and the Psychotherapist and Counselling Federation of Australia (PACFA). Each of these organisations has different standards that must be met. Where these standards conflict, aifc meets the higher of the two:

Australian Counselling Association (ACA)

The ACA has 4 levels of membership:

- Level 1 membership recognises very basic skills and aifc's Diploma of Counselling (Christian) remains one of the very few that are recognised by ACA for membership at this level.

- Level 2 membership can be attained by any Level 1 member who completes sufficient supervision and professional development
- Level 3 membership requires completion of a higher education degree and it is anticipated aifc's Masters degree will meet this requirement
- Level 4 membership is attained by any Level 3 member who completes sufficient supervision and professional development

Psychotherapist and Counselling Federation of Australia (PACFA)

Unlike ACA's 'multilevel' membership, PACFA membership is far more 'in' or 'out'. To be 'in', PACFA requires the completion of a three year program of study. aifc students meet this requirement by completing an articulation made up of Diploma (1 year) + Advanced Diploma (1 year) + Graduate Diploma (1 year). Upon completion of the three year pathway, students may become "Interns" with PACFA. They remain this way until 200 counselling hours (with 50 hours of supervision) is completed at which point they become 'Graduates' and are able to be listed as a counsellor with PACFA. Further professional experience allows the Graduate Member to become a Clinical member. It should be noted that PACFA is a federation of numerous member bodies (including the Christian Counselling Association of Australia - CCAA). CCAA's website provides a "find a Christian Counsellor" function. To be listed with them requires PACFA membership.

Australian Register of Counsellors and Psychotherapists (ARCAP)

ARCAP is a joint initiative of ACA and PACFA. Any clinician who is a member of either of these two bodies will automatically appear on the ARCAP register.

Summary

aifc's courses are recognised in the following way:

- Diploma of Counselling (Christian) attains Level 1 ACA membership
- Advanced Diploma of Counselling and Family Therapy (Christian) attains no additional external recognition but is the minimum requirements to be registered as a "counsellor" by aifc.
- Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual):
- The three year articulation culminating in the

Graduate Diploma will achieve PACFA recognition

- Students who complete the Graduate Diploma only (by direct entry with a prior undergraduate course) will achieve ACA Level 1 recognition and be registered as a "counsellor" by aifc.
- In future the Masters program will enable Level 3 recognition by ACA as well as recognition by PACFA

Students are strongly encouraged to become student members of ACA or CCAA during their Diploma studies. Advanced Diploma and Graduate Diploma students are required to become members in order to help attain relevant insurances for counselling practice.

Entry Requirements

All students who wish to undertake an aifc training course must obtain a Working with Children Check relevant to their State's legislative requirements, be over 18 or have completed a Senior Secondary Certificate and have minimum language skills. Applicants to the Advanced Diploma and Graduate Diploma must meet admission requirements outlined in the 2014 PACFA Training Standards. These state that students entering an accredited course of study need to demonstrate self-awareness, a relational capacity, ethical behavior and an ability to reflect on and learn from experience and feedback. With respect to the Graduate Diploma, there are two pathways for entry:

- 1)** Prior completion of an aifc Advanced Diploma. Students who have fully or partially completed the aifc Graduate Certificate will enter the Grad Dip on the basis of their Advanced Diploma and receive recognition of prior learning assessed on a case by case basis for their Graduate Certificate and other vocational experience.
- 2)** Holding another undergraduate (or higher) qualification in a Theology (e.g. Theology, Ministry, Christian Studies, Divinity) or mental health (e.g., Psychology, Counselling, Social Work) field demonstrating prior competence in counselling skills, grief and ethics.

Term dates

aifc operates on the basis of four terms each year of approximately ten weeks duration. Each term commences with an intensive training seminar or workshop. The academic year starts on the first day of the first term. This means term one starts on the first day of the first seminar, term two starts on the second seminar and so on. Because the seminars are held at slightly different times in different places, the term dates are not identical around Australia. Where possible, term dates are designed to allow for a one or two week break in the middle of the year. See the aifc website for seminar and VET FEE HELP census dates and details for your location.

What the courses involve

The courses emphasise personal application and growth, as well as personal equipping—through training and the activities described below. Being competency-based, students will be trained in counselling skills and to effectively use a counselling and family therapy model. More information can be found in the relevant Handbook Supplements. This is just a brief overview.

Undergraduate (Diploma and Advanced Diploma)

Intensive seminars—Diploma and Advanced Diploma students attend four intensive three-day term training seminars ten weeks apart. At the end of each year, students attend a further day for final assessments. Note: Distance Education students are not required to attend these seminars.

Tutorial groups—for the Diploma and Advanced Diploma, students are allocated to staff facilitated tutorial groups that meet during the intensive seminars for support and practical assessment.

Small home groups—two small home groups are held each term for skills practice and personal support.

Post-graduate (Graduate Diploma)

Workshop – most units in the Grad Dip commence with a one day workshop delivery of course content including lectures, role play and modelling through ‘fish-bowl’ demonstrations as well as support and practical assessment and feedback. These workshops will coincide with undergraduate (Diploma and Advanced Diploma) seminars at existing centres. Some assessment will be done at the one day workshop, however most will occur after the workshop and be submitted via Moodle.

On-line – each of the workshops will also be able to be engaged with on-line. This may take the form of students Live-streaming the workshop over the internet in real-time or it may include students accessing the content later via video. The post-workshop assessments will be the same as for the face-to-face workshop students; however students who take

units on-line will need to do additional assessment to cover the assessment that is undertaken during the workshop.

Intensive – intensives can be thought of as multi-day workshops. The key difference being that the majority of assessments are intended to be completed by the end of the intensive. Units offered by intensive will not be offered on-line which means that even students who undertake the Grad Dip by distance education will be required to travel to and participate in these intensives.

Seminar – seminars are delivered as part of aifc’s undergraduate program. Students who wish to undertake these units as electives have the option of joining these seminar sessions by arrangement with the Regional Director

Action/reflection – these units involve students finding (or creating) and participating in their own ‘action-location’ such as a homeless shelter, soup kitchen, women’s refuge, or therapy group. Students reflect on their action location based on topic content with which they are provided to complete assessment tasks.

All courses

Mid-term study group – in various locations throughout Australia, aifc arranges and facilitates a study group in the middle of each term. Attendance at these is optional however, hours will be recorded and added to the tally of ‘person-to-person’ training hours for each student who chooses to attend.

Learning Partner – during the Diploma and Advanced Diploma students work with a learning partner for group work and to provide peer support.

Assessment tasks—which are completed between teaching segments—include weekly journaling, written assessments, counselling skills assessments (which are often video recorded) and other assessment tasks.

Counselling Practice—throughout the courses, you will have the opportunity to apply the counselling skills you have been learning. In the Diploma you will practice counselling skills with your classmates. In the first half of the Advanced Diploma you counsel a Diploma student. In the second half of the Advanced Diploma and throughout year three you counsel external clients. All counselling is done under supervision.

How many hours a week are needed to do the assessment tasks?

The course has been accredited as a full time course involving 20 hours of training a week for 40 weeks each year. You will need to spend at least this amount of time in course contact hours, written and other assessment tasks and supervised counselling and family therapy. Part time students can expect approximately 50% of this time commitment. Some will do

the assessment tasks in less time than that and some will take longer. Some of you who have not previously experienced post-secondary training will probably need to spend more time initially as you develop your reading and study skills.

It becomes easier as you get more familiar with the assessment tasks. Even so, full time students generally need to be able to set aside two to three hours a day (five days a week) to satisfactorily complete assessment tasks. Priorities have to be set and maybe some other activities have to be suspended to satisfactorily do the course.

The learning journey

Students have different responses when faced with Vocational assessment. Some of you will be challenged and inspired; others will be fearful and apprehensive.

If you have not done any training or study for many years don't worry. Staff are highly committed to helping you. Experience has proved that you will probably do better than many of those who have had academic experience. The revitalisation and increase in self-esteem that occurs in such people can be amazing. Others of you may be very capable in academic work and some will even have university degrees. You need to realise that the course is not simply an academic exercise. Strong emphasis is placed on personal application and competency in counselling skills. Learning and doing, which lead to growth, are essential to the Kingdom of God. Jesus learned obedience (Hebrews 5:8) and Jesus grew (Luke 2:52).

Dealing with fear

If you, like some others, experience an emotional response of fear in relation to learning and assessment (the fear of failing an assignment) it is suggested you do the following:

Thank God for the response: 'My brothers and sisters, whenever you face trials of any kind, consider it nothing but joy, because you know that the testing of your faith produces endurance; and let endurance have its full effect, so that you may be mature and complete, lacking in nothing.' (James 1:2-4 NRSV)

Remember that fear can stimulate faith: 'O Most High, when I am afraid I will put my trust in you.' (Psalm 56:3). Speak to the Lord about your fear and ask him for revelation about its origin and for wisdom about how to deal with it and if necessary have some counselling.

Seek the support of your tutor and others in your tutorial and small support groups.

Areas of controversy and tension

The field of counselling is one that can generate a good deal of controversy. The developers of the course have sought to present a middle-of-the-road approach to counselling as free

of obvious controversy as possible. The course content has been very carefully compiled. Everyone has their own views on doctrine and practices based on their worldview. You may disagree with some of the teaching and this is all right. We do not have a monopoly on truth. We simply present truth as we understand it after very careful research. All that is asked from you is that you carefully evaluate the material before God and be prepared to change your view if necessary. We want to avoid contention over doctrine (2 Timothy 2:23-26).

Processing

Like any worthwhile counselling course, this course is highly experiential. Many matters will arise which you will find challenging. It is possible that deep unresolved issues will come to the surface, requiring some attention. It must be kept in mind that not every issue that arises has to be resolved immediately. Healing is a process and often a life-long process.

While each student is personally tutored and coached by staff during the year, remember however, that this is for tutoring not counselling. If you need further help you are therefore strongly encouraged to resort to the following avenues:

- self-counselling (working through issues by following the counselling and therapy model taught)
- the skills training and support groups
- counselling by a fellow student as part of the counselling practicum
- Diploma students are expected to receive counselling from an Advanced Diploma or Graduate Diploma student as part of their course.
- individual counselling/therapy by a qualified outside therapist (strongly recommended).

Time management

Some of you may have problems with structure and planning and will need help with time management. The course is not difficult if you plan and work consistently throughout the course. Assessment tasks are spaced throughout the term to assist you. If assessment tasks are left until just before they are due they will not only be of inferior quality but will cause you unnecessary stress. If you have problems in the area of time management and self-discipline, we suggest that you use a timetable and keep to it and make yourself accountable to somebody.

Perseverance (tenacity)

We believe that you have been divinely guided to come and complete this course. Even so, you will need to persevere and be tenacious (endure)—two special Christian qualities. We are available to encourage and help you achieve in this. The enemy will be very active to divert and discourage you. Who is going to win the day? (Luke 14:28–30)

The Bible makes it plain that if you believe that the Lord has called you to be trained (discipled) in a certain area and you have counted the cost and have stepped out in faith in obedience to him he will give you grace to complete it (Philippians 4:19).

Sacrifices will have to be made to complete any accredited course of this nature. Do keep in mind that the short-term sacrifice leads to long-term gain.

Learning and teaching resources

The following learning and teaching resources are used by aifc in the training program:.

- unit readers containing core knowledge and content
- relevant text books as directed
- class interactive teaching sessions by staff and visiting teachers
- class demonstrations and role plays
- tutorial groups, regular one-on-one mentoring and coaching of students by aifc staff
- assessed written assessment tasks, various skills, counselling and therapy reports, triad skill exercises
- journaling
- small home group meeting during term for peer support and skills practice.
- counselling and family therapy and supervision by a qualified supervisor
- attendance at three Twelve-Step Groups and reporting on them (Advanced Diploma)
- DVDs and/or videos on various topics

Learning skills

aifc's course is designed to grow its students as learners (as well as counsellors). In the first term of the Diploma the course is designed to accommodate learners who have limited study skills and/or have not been students for quite some time. Opportunities for further extension and exploration are provided for students who commence with quite accomplished learning/study ability. Each term the course material, delivery

and assessment becomes increasingly more challenging as the 'academic' ability of the students progresses. Toward the end of the Advanced Diploma students will have developed the independent learning skills expected of an AQF level 6 Graduate.

Competency - based training and assessment

aifc's competency based training model of learning focuses on outcomes (the ability to actually do specific tasks according to an industry standard). Assessment is undertaken continuously and consists of a range of approaches relevant to the learning outcomes sought.

Assessment of units will be either competent (C) or not yet competent (NYC). Competency is defined as having the knowledge, skills and attitude to perform a task.

Assessment of elements of competency and performance criteria

A minimum of two, preferably three or more forms of evidence shall be gathered for each performance criteria within each unit—for example, a written assignment, assessment by the tutor in the tutorial group and the journal. Telephone, video and other forms of evidence are to be used by tutors to assess students with specific learning needs and DEP students.

Assessment of counselling skills is done by the tutor assessing a student's skill in triads, role plays, counselling exercises, during counselling of a fellow student in the Diploma courses and external clients with Advanced Diploma and Graduate Diploma students through audio/video recordings. A specific skills assessment form is used for assessing skills.

Other activities are also used such as peer feedback in small home groups and self-assessment, but these are not recognised as official assessments in competency-based training. They simply assist in the training and enable students to practice their skills prior to formal assessment.

Assessment guidelines

In assessing assessment tasks the following will be taken into consideration:

- Were the instructions followed? Even if you believe that your way is a better way, you must complete all assessment tasks in accordance with the instructions provided.
- Have you thought through and understood your material (evaluation)?
- Is your work thorough and complete?
- Have you related the material to your life, where appropriate?

- Have you related the material to counselling and therapy, where appropriate?
- Is your work neat and presentable?
- Have you kept within the word limit?
- Have you correctly acknowledged (referenced) where you got your material?
- Was your assignment sent to the tutor on or before the due date?

If you are having problems understanding any of the directions, please do not hesitate to ask your tutor.

Your assessment will be graded against your knowledge (facts), skills and application of the knowledge and skills relating to the topic and context.

Assessment will be in accord with the AQF level of the course (i.e. Level 5 for the Diploma, Level 6 for the Advanced Diploma and Level 8 for the Graduate Diploma). At the higher AQF levels a higher standard of evaluation of the topic by the student will be expected than in the lower levels.

Assessment of unit written assessment tasks

Written assignment for each unit must be completed within specified number of words. If you exceed the prescribed word limit you will be asked to resubmit the assignment.

Assessment by video recording

In his discussion of what makes a good Training Program for helpers, Gerard Egan states “ The use of video to provide feedback is essential” (pg v The Skilled Helper). aifc makes use of video for assessment purposes. In order to facilitate this students must create a Vimeo account that they are responsible for. Client confidentiality is protected in three ways:

- 1) Each video has a unique link that is only known by the student and the tutor
- 2) Videos are password protected - note that any video submitted for assessment that is not password protected will be deemed Not Yet Competent due to breach of client confidentiality requirements.
- 3) Videos are removed by the student immediately after assessment

Students are required to purchase a Vimeo Pro license (approx. \$70 per year) to upload files. To speed the upload, it is recommended students purchase a video compression program to make the file size smaller.

We recommend HandBrake.

Moderation of assessment tasks

Assessments of students' assessment tasks are moderated from time to time by other aifc staff, to ensure accuracy and consistency. Staff may keep a copy of your assessed assignment for this purpose.

Underperforming students

If you are struggling with completing the assessment tasks in a satisfactory manner your tutor/assessor will support you. If you are still not able to reach the standard of competence required, especially in the practical assessment tasks you will need to re-assess whether you are suited for this type of training. This particularly applies to competence in therapy sessions in the Advanced Diploma. If this continues you will be cautioned by your tutor and assistant/regional director that unless you improve you will not achieve competency in the practical unit and will be asked to withdraw.

Please note that successful completion of a prior qualification does not automatically guarantee an offer of place into the Advanced Diploma or Graduate Diploma. In accordance with the entry requirements of the courses, applicants will need to demonstrate:

- self-directed application of knowledge
- independent judgement and decision making
- application of technical skills, and
- some fundamental human capacities (defined in the PACFA Training Standards) such as:
 - self-awareness,
 - relational capacity,
 - ethical behaviour,
 - maturity including the ability to receive challenging feedback.

Presentation of Assessment tasks

Assessment tasks will be submitted through the Learning Management System (Moodle), Vimeo upload or demonstrated in person to an accredited assessor.

Resubmission and reassessment of assessment tasks

You will be asked by your tutor/assessor to resubmit the assessment task or undertake an alternate assessment within a short specified period (maximum of one week) if your first attempt at an assessment task is considered to be not yet competent (NYC) or if you have exceeded any prescribed word limit in the assessment task.

Late submission of assessment tasks

Assessment tasks must be submitted on the scheduled dates. Assessment tasks are spaced evenly throughout the term to assist you. There is ample time for you to complete them, even if you are not accustomed to academic work, if you work on them evenly throughout the time allocated. You cannot move on to the next term if the prerequisite unit is not satisfactorily completed.

In cases of personal sickness, sickness in the family, or some other emergency, an email request must be submitted to the student's tutor/assessor, prior to the due date and a medical certificate forwarded (as applicable). In cases of continuous sickness, aifc reserves the right to seek a second medical opinion. As counsellors we are called to help others and we cannot do so if we are not well ourselves. Students with continuous, long term sickness that is impacting their ability to complete the coursework will be encouraged to reduce to a part-time load or defer their course until they are well enough to re-commence.

Requests for extensions, outside of emergency situations, should be directed to the student's tutor/assessor via a Moodle message with reason for request. The tutor will defer to the Assistant/Regional Director who will decide on an extension period of maximum one week.

Aifc may choose to apply a \$65 administration/marketing fee for each time each assessment task is not submitted on time.

Continuous late submission of assessment tasks

A fundamental principle of counselling is that we come along side of the client while they do the work. Some clients will want their counsellor to 'fix-them' without taking responsibility for their own behaviours and attitudes. Occasionally we see a similarly unhelpful expectation from a small number of students who expect that aifc's tutors and assessors will 'get-them-through' and in doing so the student attempts to avoid responsibility for their own behaviours and attitudes particularly with regard to assignment submissions. We cannot allow this as counsellors nor as tutors or assessors.

To allow our tutors or assessors to take this responsibility is not only unethical but it places an unfair expectation on our staff for whom we have a duty to care for.

Therefore, for this very small number of students we have the following consequences in place for repeated late submission to prevent the abuse of our tutors:

- A \$65 administration/marketing fee for each time each assessment task is late. Failure to pay this fee can ultimately lead to disconnection from aifc systems until the fee is paid

- A meeting with the Regional/Program Director to discuss continued enrolment in the course
- Allocation of the student to a different tutor
- Delayed course completion where units cannot be commenced as a result of pre-requisite units not yet being completed
- Inability to continue into subsequent courses based on poor self-awareness and personal immaturity (PACFA standards 1)12 and 1)15 respectively)

Failure to meet assignment deadlines is a matter of self-discipline, which is an essential quality for any professional person.

Referencing your assessment tasks

If you use someone else's published ideas (citing) or their exact words (quoting) you must simply acknowledge that fact by stating where it came from—this is called referencing. Plagiarism, which is the use of another person's material and ideas and passing it off as if it was your own, will be viewed seriously and the assessment of the assignment affected accordingly – please refer to our Student policy on Academic Dishonesty.

For undergraduate courses you are free to choose your preferred referencing style, but you are expected to apply your chosen style with consistency. American Psychological Association (a variation of the Harvard style) is preferred. Graduate Diploma students will need to adopt the APA referencing style.

The University of Melbourne 're:cite' website can be found at <http://www.lib.unimelb.edu.au/recite/index.html> and provides an excellent overview of the various referencing styles as well as a simple, three step process to help you reference just about any type of source using your preferred style.

Students who require more information regarding the APA referencing style are encouraged to visit www.apastyle.org which includes an option to purchase a Publication Manual

Required reading

Like in all tertiary courses some compulsory reading is required particularly in the latter stages of the courses. In fact, many of the assessment tasks are drawn from the content in the recommended books.

The unit readers are provided as part of your course fee. The remaining required texts must be obtained by you. The latest editions of the book must be used.

The total cost of books required for the Diploma would be approximately \$400, and for the Advanced Diploma would be approximately \$500.

The Bible

As you are doing a Christian counselling course it is necessary for you to use for your assessment tasks and bring with you to all seminars, a good study Bible, such as the:

- New King James Version (NKJV)
- New American Standard Version (NASV)
- New International Version (NIV)
- New Revised Standard Version (NRSV)
- New Living Translation (NLT)
- English Standard Version (ESV)

Obtaining books

You will need to buy most of the books that are required reading. It is recommended that all reference books be retained for further use after graduation.

Book retailers

If you buy the books, you will probably have to ask a bookshop to order them. Make sure you do this well in advance because some are difficult to find—especially with the numbers of students doing the course.

Christian and secular books on counselling and other subjects can be obtained from Australia bookshops and online (eg. www.amazon.com).

Christian bookshops and online suppliers include:

- Word Bookstores—Word Bookstores are recommended suppliers and the product codes for Word Bookstores are shown in Italics on the lists. Books can be ordered at www.word.com.au/aifc. Word will give 15% student discount for textbooks and resources to aifc staff and students. You will need to mention this in store and show Student ID card or acceptance letter at point of sale or on web orders.
- Koorong Books—outlets are all over Australia, including ACT (Fyshwick), NSW (West Ryde, Penrith, Port Macquarie, Armidale), Victoria (Blackburn South), South Australia (Adelaide), Western Australia (Perth), Queensland (Woolloongabba, Toowoomba), Tasmania (Hobart)—look up the Koorong website <<http://www.koorong.com.au>> or your phone book for more information. The head office number is 02 9325 9722 and you can phone them for contact details of other branches.
- Local Christian bookshops can order books on your behalf.

Secular bookshops and online suppliers include:

- www.amazon.com
- www.bookdepository.com.au
- www.fishpond.com.au, have available most

texts at considerable discounts.

- University Co-op Bookshop, 80 Bay Street, Broadway, NSW 2007 Tel: 02 9325 9666, Fax: 02 9325 9667, email: bay@coop-bookshop.com.au.
Most university campuses have a Co-op Bookshop open to anyone. For a small fee you can become a member for life and access discounts.
- PSYCHOZ Publications 'The Human Condition Bookshop', PO Box 124, KEW, Vic 3101,
Tel: 03 9855 2220,
website: www.psychotherapy.com.au,
- The Written Word, 1/74 Willoughby Road, Crow's Nest, NSW 2065) Tel: 1800 636 748)
- Major book retailers.

Both Christian and secular books may be ordered through one of the numerous Internet bookstores. It is suggested that you shop-around, prices and availability vary considerably.

ID cards and student discounts

You will be issued with an ID card at the commencement of the course. Most bookshops will give a student discount if you present your student ID card.

Your ID card may also entitle you to other discount benefits such as transport and movies.

Libraries

To assist you in furthering your knowledge and in doing some assessment tasks we recommend you use the many libraries available in your area (public, municipal, technological, university, etc.). Many theological libraries allow external members which normally includes access to worldwide catalogues of journals and other periodicals.

aifc has a small library at the national office in Canberra. Books (except required reading course books) may be borrowed for a period of two weeks only and you will have to cover the cost of post and packing.

As an aifc student, you are permitted to use the library and computer laboratory of YWAM's Institute for the Nations at the Canberra Campus, 76 Federal Highway, Watson, ACT, 2602 for a small fee. You must telephone the librarian in advance to arrange access (02 6241 5500). The library contains over 7000 items in the main collection. Most items can be signed out personally or by post for a limited period. Students who use these facilities must observe the guidelines of the library.

Part B - Australian Institute of Family Counselling Ltd

The Australian Institute of Family Counselling Limited (aifc) is a professional training organisation engaged solely in counselling and family therapy training. Its primary objective is to offer superior counselling training at reasonable cost to the Christian community. As a multi-denominational organisation it is not connected with any specific Christian denomination.

aifc is one of the pioneers in counselling in Australia. The training program commenced in 1992 and has expanded to 6 centres throughout the country with some 700 students currently being trained in Christian counselling each year.

The organisation administration is operated through the aifc National Office in Canberra, with training centres in Adelaide, Brisbane, Canberra, Melbourne, Perth, Sydney (in English and Korean), Distance Education (including many overseas students), Korean Distance Education and an International Student Program based in Sydney.

aifc is committed to multiplication and in late 2007 helped launch the Ugandan Institute of Family Counselling (UIFC) based on the aifc program. aifc continues to assist UIFC in running their courses. Fifty students recently graduated in Uganda having completed courses conducted by UIFC.

Intensive teaching seminars are conducted in well-equipped conference centres that provide excellent professional services. Directors and their Assistant Directors have been trained and appointed to conduct the course in their respective local centre.

aifc is an independent public company limited by guarantee registered under the Corporations Act 2001) Its registered provided number is 88037) An advisory panel of industry experts advise the aifc Training Committee.

aifc meets the Standards for Registered Training Organizations (RTO) established by the National VET Regulator (NRV), competency based training of the Australian Skills Quality Authority (ASQA) and the requirements of the VET Provider Guidelines of the Australian Department of Education.

Accredited national course codes

Nationally recognised and accredited course codes are as follows:

10486NAT Diploma of Counselling (Christian)

10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)

CHC51712 Diploma of Counselling - issued with the Advanced Diploma

10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

A brief history

The courses commenced in 1992 as a ministry of Bruce and Nellie Litchfield in response to several requests by church leaders. They were birthed out of much personal travail, many years of intensive input both in Australia and USA, a deep God-given passion for the health and restoration of families of the world and many years of professional marriage and family therapy practice.

In 1994 they were brought under the banner of Youth With A Mission (YWAM) and the courses became government accredited. In 2001 the courses were taken out of YWAM to be conducted by the newly formed Australian Institute of Family Counselling Ltd. The courses were reaccredited and the Diploma was upgraded to an Advanced Diploma of Counselling and Family Therapy (Christian). The Vocational Graduate Certificate was added in 2010. The name Vocational Graduate Certificate was changed to Graduate Certificate in 2013)

In 2014 the Diploma and Advanced Diploma Courses were re-accredited for a further 5 years. Whilst these courses retain all the content and teaching of their earlier versions, additional material was added based on Industry advice and the courses were restructured to incorporate numerous units of competency from the Community Services Training Package. This enables aifc Advanced Diploma graduates to be issued an additional 'industry' Diploma of Counselling (CHC51712) upon graduation.

In 2015, upon advice from industry, aifc chose not to re-accredit the Graduate Certificate but instead has submitted a Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual) for accreditation with ASQA. We anticipate this accreditation to be complete by the end of 2015, for the commencement of course delivery in 2016)

aifc vision and values

Mission statement

Equipping individuals and families to heal the nations

Purpose statement

The principle purpose of aifc is to provide education in counselling and family therapy in view of the healing and enrichment of the family as a basic unit of society in Australia and elsewhere.

This purpose:

- 1)** is implemented through providing excellence in Christian family counselling training in Australia and other nations.
- 2)** is in obedience to the command of Jesus Christ to 'Go and make disciples of all the nations' (Matthew 28:19).
- 3)** involves both prevention and therapy. Prevention means

demonstrating and teaching God's principles of marriage and family, before breakdown occurs. Family therapy occurs when breakdown has occurred and is a ministry of reconciliation (2 Corinthians 5:18–20). These aspects of the training involve:

teaching of biblical principles of marriage and family, so people will no longer call evil good, or good evil, who put darkness for light and light for darkness; who put bitter for sweet and sweet for bitter (Isaiah 5:20)

- teaching on family systems—on how families operate—the functional and the dysfunctional; specialised training in counselling and family therapy, in view of the restoration of broken and hurting individuals and families
- teaching and helping families to become 'world Christians' and be involved in the fulfilment of the great commission of making disciples of all the nations
- professional counselling training at the lowest cost possible to the Christian community
- middle-of-the-road, mainstream approaches to counselling drawing from theological, psychological and spiritual perspectives
- multiplying the vision throughout Australia and to other nations and to make it available to the poor and disadvantaged peoples of the world.

Foundational values

Since the commencement of this counselling training program in 1992, we have established certain biblical core values that have served as its spiritual foundations. The combined strength of these values has strongly influenced the nature, character and growth of aifc and will continue to do so into the future.

The following list of foundational values has been compiled by the founders and directors of aifc.

- 1)** aifc is called to make God known through modelling, training and counselling. All our activities should contribute toward the goal of discipling the nations. Counselling is considered to be a very important part of the process of discipling (Acts 13:2–3, Genesis 12:1–3, Matthew 28:19–20, Romans 10:9–18, 15:18–21).
- 2)** aifc recognises the Bible to be God's inspired and authoritative word and relies upon the Holy Scriptures as the standard for life, teaching and ministry. Obedience to the word of God is the evidence of our commitment to Jesus' lordship (Hebrews 4:12, 2 Timothy 3:16, John 8:31–32, 2 Timothy 2:15).
- 3)** aifc is called to value and respect each individual. We believe that all individuals from all cultures have distinctive contributions

and callings (Genesis 1:27, Psalm 139:13–16, Galatians 3:28, 1 Corinthians 12:4–31, Acts 13:1–3, Ephesians 2:19–22, 4:4–7).

- 4)** aifc recognises the value of the family as the basic unit of society. Healthy families make healthy communities. We affirm the importance of fathers, mothers and children all sharing a commitment to serve God and humanity. We support the necessity for each individual family to be a strong and healthy unit and a safe and secure place to nurture children. The institution of marriage was intended by God to be a permanent life-long relationship between a man and a woman, regardless of all trials and stresses that may occur. Children are a heritage from God and parents are accountable to God for raising, protecting, shaping and preparing them for a life of service to God. All human life is of great worth and significance in all its aspects from conception to the grave (Deuteronomy 4:9–10, 40, 6:67, 32:46, Proverbs 31, 1 Timothy 3:4, and Ephesians 5:26–6:2).
- 5)** aifc is multi-denominational, interdenominational and international in its scope. We believe that cultural, racial and theological diversity are positive factors that contribute to its health and growth (Matthew 24:14, Ephesians 4:1–16, Revelation 7:9).
- 6)** aifc recognises both the spiritual (specific) and natural (general) revelation of God. Truth is known not only through God's word but also through creation, which means we can thankfully draw upon psychology where it does not conflict with the word of God (John 1:18, Luke 10:21–22, Romans 1:20, Psalm 19:1,2, Ecclesiastes 3:11).
- 7)** aifc is committed to doing, then teaching, according to Jesus' example. We affirm the importance of living a concept, theory or belief in personal experience as essential to passing it on to others (Ezra 7:10, Acts 1:1, Philippians 4:8–9, Colossians 3:1–17, 2 Peter 1:5–10, Micah 6:8).
- 8)** aifc affirms the importance of the local church and seeks to serve it, support it and promote unity among all God's people. We endeavour to work in partnership with other believers, building bridges among Christian leaders, churches and other Christian counselling training organisations for the fulfilment of the Great Commission (Philippians: 1:3–5, 1 Thessalonians 1:2–10, Ephesians 3:8–10).
- 9)** aifc is called to servant leadership. A servant leader is one who honours the calling of his or her followers and guards their rights and privileges. Just as Jesus served his disciples, we stress the importance of those with leadership responsibilities in aifc, serving those whom they lead in a similar manner (Luke 17:7–10, John 13:12–17, Mark 10:42–45).
- 10)** aifc is called to practice generosity and to model and teach the spirit of generosity in all we do (Romans 12: 8–13, 1 Timothy 5:17, 6:18, Philippians 4: 17–18, Luke 6:38, Acts 20:35, Psalm 112:5, Proverbs 11:24–25).

What we believe (statement of faith)

- 1) The Bible is the inspired, infallible and authoritative written word of God (2 Timothy 3:16, 2 Peter 1:19-21).
- 2) There is only one God, eternally existent in three persons—God the Father, God the Son and God the Holy Spirit (Matthew 28:19, 2 Corinthians 13:14).
- 3) We believe in the deity and lordship of Jesus, his perfect humanity, his miracles, his vicarious and atoning death, his bodily resurrection, his ascension to the right hand of the Father and his personal future return to the earth in power and glory to establish his eternal kingdom.
- 4) God created human beings in his image and his plan for them is to have eternal life through Jesus Christ; and although all have sinned, he has made salvation possible through the death and resurrection of Jesus and that repentance, faith, love and obedience are fitting responses to his initiative of grace towards them (John 3:16, 36, Acts 20:21, 26:17-20).
- 5) God's desire is that every human being be saved and understand the truth (1 Timothy 2:4).
- 6) We believe in the blessed hope—the rapture of the church at Christ's coming (1 Thessalonians 4:17), in the resurrection of both the saved and the lost, one to everlasting life and the other to everlasting damnation (John 11:25-26, Revelation 21:7-8).
- 7) Regeneration by the Holy Spirit is essential for personal salvation (John 1:13, 3:3, 1 Peter 1:23).
- 8) The fullness of the Holy Spirit is God's will for the Christian (Acts 2:4, Luke 11:13, Ephesians 5:18).
- 9) We believe in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to lead a holy life, experience the fruit and gifts of the Spirit and accomplish Christ's last commandment to 'Go therefore and make disciples of all the nations' (Galatians 5:16, 22-25, 1 Corinthians 12:8-10, Matthew 28:19).
- 10) We believe in the importance of the church as the body of Christ and the Christian's involvement in the local church (1 Corinthians 1:2, 12:13, Ephesians 4:11-16).

The logo



The original aifc logo was designed to emphasise the major objectives of the aifc training program. The main platform of the training program is a balanced integration of theology, psychology and spirituality. The rising sun indicates a new day dawning in Christian counselling and family therapy training (the rising sun). This involves a commitment to raise the general standard of Christian counselling in Australia and other nations to a standard of Excellence.



In 2014, the aifc brand was refreshed. We have kept the key aspects of the logo that describe who we are and what we do including; the name, the three key words 'theology /psychology/spirituality' and the triangle. The triangle is softened by the ribboned blue circle depicting wholeness. The logo is in lowercase to emphasise the aifc brand.

Distance education and flexible learning

Flexible learning and assessment

Considerable flexibility is afforded to students because the course is largely externally delivered and as such course students are not required to commit to daily campus activities. This provides for the course to be undertaken along side one's employment.

Students can opt to defer at the end of any term and then re-enrol the following year subject to being graded 'competent' for the preceding term.

As well, students can attend missed seminars, mid term study groups and small home groups at locations other than the usual one. The Distance Education Program is also available (see below for more detail).

The phased introduction of a part time course delivery option from 2015 provides additional flexible learning possibilities

Distance education program (DEP)

Distance education is available to students who for various reasons are unable to attend all of the seminars. Because of the competency nature of the course, special conditions apply in the DEP.

Residents of Australia are strongly advised to attend at least the first seminar of the Diploma and Advanced Diploma courses. Whilst the DEP will enable students to attain the Graduate Diploma at the end of the training program, students will need to ensure they have completed sufficient person-to-person hours if they are wishing to receive PACFA recognition.

It must be kept in mind that the training program is competency-based and not simply an academic exercise. It includes personal and professional (skills) development involving class interaction, sharing, tutorial groups, personal mentoring, demonstrations, videos, skills exercises and so on that are not easy to attain at a distance. Students are therefore strongly encouraged to attend seminars where possible.

The official commencement dates for the DEP are in early February and early July.

Students applying for the DEP are required to commit themselves to the following:

- detailed study of the unit readers
- engage twice each term with an appropriate person in their location (e.g., aifc student or local counsellor) for support and to complete the skills training assessment tasks
- find a suitable learning partner in order to complete the basic counselling skills exercises
- carefully listen to any audio and visual recordings or CD/DVDs which may be sent
- complete all of the assessment tasks which may include modified assessments for DEP students

Your tutor will provide the same level of support as any other student. In addition to the formal support available from aifc, students can set up their own supportive local learning environment by co-opting family, friends, local professionals and aifc graduates and people from their church community. As well as enhancing the quality of the student's learning experience it will facilitate the learning of others involved.

Korean distance education program (KDEP)

The KDEP is similar to the DEP but is for Korean speaking students living outside of ACT or NSW. It has two annual intakes - beginning of the year and mid-year.

Information about this program can be obtained from the KDEP director, Yun Hee (Esther) Kim
Tel: 0416 069 812, E: esther.kim@aifc.com.au, P: PO Box 2345, North Parramatta, NSW 1750

Fees

Fees are paid on a per unit basis in accordance with the schedule below:

	Undergraduate Unit	Elective Unit	Post-grad unit
Audit cost per unit (DEP)	\$180	\$180	\$180
Audit cost per unit (Seminar)	\$250	\$250	\$250
RPL fee per unit (40% of full cost)	\$186	\$332	\$376
Full Cost per unit	\$465	\$830	\$940

	No of Undergrad units	No of elective units	No of post-grad units	Total Units	Total Cost
Diploma	16	NIL	NIL	16	\$7,440
Advanced Diploma	12	4	NIL	16	\$8,900
Graduate Diploma	NIL	4	8	12	\$10,840

Most students use VET FEE-HELP to cover their course fees.

Consequence for not paying fees on time:

Semester fees not paid in full by the Census Date, incur a penalty fee of \$110 including GST which is payable, along with the original fee, within seven days. Any student experiencing severe hardship in meeting their financial obligations, should contact the National Office and speak to the Accounts Manager, and come to a suitable arrangement.

Students who have chosen not to contact National Office after the seven days will be unable to submit any further assessment work which will inevitably lead to being deemed not yet competent for those units of competency.

Students may reapply to complete these units at a future time but will incur the unit fee again. The original fee and penalty remain due and payable after the Census Date, even if the student withdraws, or is withdrawn by aifc.

Incidental fees that may apply

Reassessment fee (after first reassessment): \$65 (incl. GST) per assignment, payable to aifc.

Late payment fees: \$35 (incl. GST) for payments not received by due date.

\$65 (incl. GST) for payments received at seminars.

Late payment fee: 10% of the total term fee (plus GST) for payments made after seminars have commenced.

Late Enrolment Fee: \$175 if your application / VET FEE HELP form has not been received 21 working days prior to the census date.

What the fees include

- Over 1500 pages of unit reading material in a series of professional binders
- Assignment tasks and assessment;
- Tutor/assessor support;
- Intensive training seminars (including tutorials);
- Lunch, morning and afternoon teas whilst at seminar;
- Optional midterm study groups

What the fees do not include

- Accommodation and travel costs;
- Textbooks
- Computer software or Vimeo subscription
- Association membership
- Professional indemnity and public liability insurance,
- Counselling supervision.

Fees to redo a unit

Students who fail to reach competency are required to re-enrol. This will incur an additional cost.

Fees to redo the course

Students enrol for the academic year and are expected to complete the coursework by the end of the year. Should they not complete their studies their enrolment status lapses and they need to apply for re-enrolment in the following year to resume their studies. They are required to return at the seminar for the unit/s in which they will be returning and pay the applicable fees for the unit/s or apply for VET FEE-HELP by the "Administration Date." The student/tutor relationship ceases at the end of the academic year.

Audit fees

It is possible to audit aifc courses. Fees are \$180 for participants auditing by Distance or \$250 for Participants auditing at Seminar. Audit would include:

- A copy of the course notes and Learning and Assessment Guide
- Attending the delivery of the course (either by Seminar or Livestream for DEP)
- Involvement in the experiential elements of the course included in delivery (e.g., class discussion, triads etc.)
- Morning/afternoon tea (for Seminar)
- Lunch (for Seminar)

Audit explicitly excludes:

- Assessment of work or feedback
- Involvement in assessment components of the course.

Audit participants who choose to enrol in an aifc course of study within 12 months of auditing an aifc unit will receive a full refund of their audit fees.

Student fee protection policy

Student fees paid in advance are placed in the aifc Student Fees Trust Fund Account for security in the unlikely event of sudden termination of the training program.

Fee refund policy

The fee refund policy for students who do not wish to continue with the course is available on the aifc website under the VET FEE-HELP tab.

Briefly, this includes:

- 1) The withdrawal date is the date that the Student Withdrawal Form is received by the Registrar.
- 2) Those who withdraw after the VET FEE-HELP Census date are not eligible for a refund and

only under special circumstances such as a serious illness you can apply to have your VET FEE-HELP balance re-credited or have our upfront payment refunded.

- 3) The students VET FEE-HELP balance will be re-credited or upfront payment refunded
- 4) Those withdrawing before the course commences must communicate directly with the Mantional Office, 02 6242 5111 or e-mail aifc.info@aifc.com.au.
- 5) Students who withdraw during the course must discuss their situation with their Tutor and Regional/Program Director, submit a Student Withdrawal form (page 201) to the Registrar and send an information copy to their tutor and Regional/Program Director.
- 6) The above requirements do not remove the right of the student to take further action under Australia's consumer protection laws or to seek independent legal advice and pursue other legal remedies. Attention is also drawn to the Student Complaints and Appeals policy.

Should a course offered by aifc be cancelled prior to or after commencement the following applies:

- 1) All fees paid in advance will be refunded in full.
- 2) Where a course is cancelled refunds will be provided within two weeks of cancellation. Further information may be obtained on the Internet.

VET FEE-HELP

aifc is an approved VET FEE-HELP Provider.

VET FEE-HELP is a loan scheme for the Vocational Education and Training (VET) sector that is part of the Higher Education Loan Program (HELP). VET FEE-HELP assists eligible students undertaking certain VET courses of study (diploma, advanced diploma, graduate certificate and graduate diploma courses). It allows students to borrow funds up to their Fee-Help limit to help pay for all or part of their tuition fees. Students who access VET FEE-HELP assistance will have a loan with the Australian Government who will, on the student's behalf, pay their tuition fees to their approved VET provider.

VET FEE-HELP is not repayable until a student's income reaches the threshold of approximately \$50,000 (increases a little each year)

There are eligibility requirements for VET FEE-HELP. These include the fact that it is only available to an Australian citizen; or a permanent humanitarian visa holder who will be resident in Australia for the duration of the unit of study in which they are seeking VET FEE-HELP assistance. If you are eligible for VET FEE-HELP assistance and would like to obtain information about a VET FEE-HELP loan for your course, you should contact the aifc Registrar. aifc will need to confirm your eligibility and you will be required to supply documentation to prove eligibility.

Students who are eligible for Austudy/Abstudy may also apply for VET FEE-HELP.

All other policies relating to VET FEE-HELP are available from the Registrar, via the aifc website or further information can be obtained by phoning 1800 020 108)

Austudy / Abstudy

The courses are nationally accredited as full time courses (years 1-3 involve 20 hours per week study) so eligible students can apply for Austudy/Abstudy through CentreLink.

Applying for Austudy/Abstudy is the responsibility of the student. Information about this and application forms can be obtained from CentreLink.

The letter of acceptance of enrolment will need to be produced to CentreLink as proof of enrolment to an eligible course. Applicants need to advise CentreLink that ALL students are enrolled through the National Office in Canberra and supply the aifc provider number and the course code. These will be supplied to you with your acceptance letter or, if needed earlier, you can contact the aifc Registrar.

International student program

An International Student Program (ISP) is available for students on student visas. This program is currently running in Sydney for Korean-speaking students and will commence for English speaking students from mid 2016)

Strict government regulations on immigration and training govern the operation of this program. An International Student Pack including a Student handbook supplement can be obtained from the National Office.

Student policies

Use of personal information

Students are advised that personal information supplied on your application for enrolment form may be:

- Made available to Commonwealth and State agencies where

required by law and

- Made available to Commonwealth and State agencies, where there are changes to your enrolment, if required by law.

aifc will not use or divulge your personal information, without your permission, except to aifc staff, students and any government body or agency to which aifc is required by law to supply information.

Gaining access to your records

Student records are stored confidentially with only authorised staff having access. To gain access to your records you are required to complete a "Personal Information Disclosure" form available from the National Office. The National Office staff will then arrange a suitable time for you to view your records.

If you wish to grant access to your records to another person or organization you may do this also by completing the "Personal Information Disclosure" form. The Registrar will then forward a copy of the information to those requesting it.

Recognition of prior learning

The Australia Institute of Family Counselling recognises prior learning (RPL). Only whole units of competency (not portions) may be considered for RPL. Where there is a credit transfer a non-graded assessment result for that unit may appear on an aifc Statement of Attainment or Record of Results.

Student support

aifc staff, especially the student's tutor and assistant director, are highly committed to working together with students to achieve course competency.

The course is accredited as a full time course involving 20 hours of training a week for 40 weeks each year. Many students will need to spend at least this amount of time in course contact hours, written assessment tasks, small group and other assessment tasks and supervised counselling and family therapy. Some will do the assessment tasks in less time than that. Others, who may not have previously experienced post-secondary training, will probably need to spend more time initially as they develop their reading and study skills.

Students receive a comprehensive Reader and Learning and Assessment Guide for each unit of the course. They contain orientation information and full details about the course, including learning outcomes (elements of competency and performance criteria), assessment tasks, presentation of assessment tasks and methods of assessment.

Each student in the undergraduate courses will be supported, coached and mentored by an allocated tutor throughout

the training program—during interviews at seminars and by personal mentoring. aifc assistant, regional and program directors are also available to assist in this.

Students in the Graduate Diploma will be supported by a course coach who is based in their region. Students will be supported by a specialist assessor for each unit of the Graduate Diploma.

In addition to this, students are encouraged to discuss the course content during seminars with teachers, visiting teachers and aifc staff. Some students will require additional support from staff. A student support contact list will also be placed on the wall of the classroom at seminars.

Between seminars, students are encouraged to discuss issues relating to the course firstly with their tutor/assessor, then if necessary to the assistant director.

In the Advanced Diploma, students can discuss problems with their tutor and counselling issues with their counselling supervisor during supervision sessions.

Students are encouraged to openly share with their tutor/course coach any problems they may be having with the assessment tasks, issues that may be arising from the teaching, finances, or personal problems relating to the course. Your tutor will inform you of the best time and manner to contact them. Students are requested not to place unreasonable demands on their tutor or to contact them at inconvenient times.

Specifically, support will include:

- mentoring sessions with the tutor at seminar
- optional attendance at mid-term study groups
- at least one mentoring session mid-term (telephone, usually limited to between 10 to 15 minutes, or Moodle message), struggling students may receive additional support as negotiated.

Your tutor, however, is not expected to be your counsellor/therapist. Students who have personal problems not related to the course should seek help through a professional counsellor. Students are also encouraged to seek personal counselling during the course whenever it is considered necessary.

Language, literacy and numeracy support

Students who have difficulties with English, literacy and numeracy and especially those who have English as a second language are required to complete the Language, Literacy and Self-Assessment form and the Extra Learning Support form.

These students are required to reach a reasonable level of proficiency in these areas in order to complete the course.

Special needs students

Special needs students include those with disabilities, learning and language difficulties, those from other cultures, Aboriginal and Torres Straight Islanders, South Sea Islanders and others. aifc is highly committed to equity and access principles to help students from these groups who need help in completing the course. If necessary, course delivery and assessing methods may be modified. Many students with disabilities have studied successfully at aifc.

Students who have disabilities that may affect their studies are asked to indicate this on their application for enrolment form and to inform their tutor at the start of the course. Staff will consider this if the needs are made known in the appropriate manner and time.

Staff are encouraged to help all students to develop their gifts and abilities to the fullest possible extent. All students have strengths and weaknesses, some of which may affect their studies. Students who have special needs may seek special consideration.

aifc will seek to identify students at risk and help them to develop study plans and practices.

Having a special need will not exempt students from being required to meet the necessary course requirements and standards. aifc tutors will be available to help students meet these requirements within reason. Students are expected to seek advice, help or assistance before, rather than after, submitting their assessment tasks.

Personal information will be kept confidential as far as possible.

Students with significant psychological/emotional problems will have difficulty counselling others unless they are resolved, or at least are in the process of resolution of the problem(s). Such students are required to undergo counselling from a professional counsellor as soon as possible after commencing the course. Students who experience ongoing psychological/emotional difficulties may be considered unsuitable and advised to take a break from study while these issues are dealt with.

Student rights and responsibilities

Students have the right to:

- a good learning environment
- receive from their teacher or tutor at the beginning of each term information on course structure, unit objectives and assessment requirements
- undergo consistent, continuous and objective forms of assessment
- receive an extension of time to submit work in the case of an emergency
- one free reassessment
- receive a full explanation of a result from the teacher assessing their work
- receive a regular progress report on their overall performance
- appeal against a result to their tutor or regional/program director
- reasonable access to teachers and tutors to discuss course-related matters outside of class time
- be free from discrimination on the basis of gender, race, family status, disability, age and beliefs
- be free from harassment, bullying and victimisation
- contribute to the evaluation of institute policies, practices and the course
- learn without interference and interruption from other students
- be taught by high quality educators who have a sound knowledge of the subject
- learn in an environment of care, support and respect.

Students are responsible for:

- submitting to aifc as a student
- demonstrating a high standard of Christian conduct
- following the guidelines in the Handbook for Students
- working seriously at their studies
- observing attendance requirements and submit in writing explanations for all absences
- participating and cooperating in classes, tutorials and small groups
- completing all assessment requirements
- maintaining strict confidentiality in relation to personal matters shared in the classroom, tutorials, small groups and in counselling
- paying fees when due
- actively seeking learning support from teachers and tutors
- treating fellow-students, institute staff and visiting speakers with respect
- help maintain aifc as a caring community
- behaving in a responsible manner which acknowledges the rights of others as well as their own
- wearing respectable, modest, clean and safe clothing at all times
- respecting the property of the institute, staff and of fellow students
- updating their personal contact details via the aifc portal
- accepting and responding to feedback.
- applying aifc WHS policies and procedures

International students can obtain further information about their rights and responsibilities on the Department of Education website: <http://aei.dest.gov.au/AEI/ESOS/Quickinfo/EOS>.

Withdrawal from the course

Students considering withdrawing from the course should first refer to the fee refund policy in this handbook

Students who withdraw from the course are required to complete a Change of Enrolment form and follow carefully the process described. Student withdrawals may incur a financial penalty. Once processed the regional/program director will forward it to National Office.

Students are encouraged where possible to complete all assessment tasks for the current term before withdrawing. This will allow them to recommence the course in the future at the next term.

Students who fail to attend Seminars or respond to correspondence for more than 4 weeks will be deemed to have withdrawn from the course.

Deferral of studies

Students who wish to defer their studies are required to discuss it with their tutor and regional/program director or their assistant and complete a Change of Enrolment form and follow the process described.

Conduct

aifc is committed to maintaining a high standard of conduct with staff and students that is consistent with biblical and ethical standards.

- Misconduct includes (but is not limited to):
- disrupting the learning of others (in classroom, tutorial group, etc.)
- preventing institute staff or visiting speakers from performing their duties
- endangering the health and safety of staff or students
- any form of harassment and bullying, whether based on gender, race, age, or belief
- wilfully damaging aifc property of the property of staff or fellow students
- being under the influence of alcohol or prohibited drugs or other substances
- cheating and plagiarism (see academic honesty, below)
- making a false representation as to a matter affecting student status
- breach of rules relating to assessment.
- engaging in criminal activity

Academic honesty and dishonesty

Students are required to acknowledge all sources of information included in their assessment tasks.

During the on-line submission process, students make a declaration that the work they submit is their own work and not that of any others except where acknowledged.

This applies also to couples and close friends, who must do their own work in the same manner as other students. Students who seek to gain unfair advantage by (for example) copying other students' works or allowing others to do their assessment tasks will be also penalised.

Plagiarism, which is using the work of other authors without giving credit, is viewed seriously as in all educational organisations. Students who engage in this will be penalised. Students are encouraged to consider that an indicator of one qualified to be a leader in the Christian community is a person

who "does not pursue dishonest gain" (1 Timothy 3:8 ESV).

Disciplinary proceedings

If there is a concern or a formal complaint is received about the conduct of a student (or staff-person), the matter will be followed up and addressed by the regional/program director. The student will be given opportunity to explain their behaviour and a decision will be made about what action will be taken by the regional/program director at a meeting arranged for the purpose. The director may (at their discretion) escalate the matter to the Academic Manager.

Students involved in inappropriate behaviour such as breaching standards of conduct or academic dishonesty can expect consequences such as:

- a verbal warning
- a formal warning (including a note on student file)
- financial penalty as described in the incidental fees
- request to redo a particular unit or component of the course
- removal from Seminar or termination of access to aifc's information systems.
- given a not-yet-competent grade in a unit
- reporting to relevant authorities
- suspended from the course (for a period of time or until a pre-condition is met).
Examples of preconditions may include:
 - letter from relevant external source (e.g., therapist, government agency)
 - proof of access to external support such as Psychological help or IT support
- expelled from the course (indefinitely)

Student appeals and complaints policy

Access to a just and equitable process for dealing with grievances will be provided at all times.

Students wishing to make an appeal or complaint are required to proceed in the following manner and must be made within 20 working days of the incident happening.

- If the complaint is about another person, the individual should first approach that person to seek resolution before involving others.
- If no reconciliation can be made, the offended individual can then bring the complaint to their course tutor or assistant director for resolution.
- At this point, if the individual chooses that this be a formal complaint, a Complaint and Appeals Form will be filled out as a record of the meeting. Should this still not

see resolution, the issue will be taken to the Academic Manager for a full investigation and resolution.

- If the individual is still unsatisfied with the results of the complaint/appeal they may request, in writing, a conversation with the aifc Chief Executive Officer and two external independent persons, arranged by the organization who will do all possible to resolve the matter.

At all stages these meetings are informal and conciliatory. The student's views will be heard and respected. aifc's position and policy will be clearly communicated without prejudice.

The process for hearing the case will begin within 10 days of receiving the formal complaint/appeal. A Student must stay enrolled during the processing of the complaint or appeal.

All procedures, agreements and action steps will be recorded and held in confidence. The student will receive a copy of the Complaint and Appeals Form, which will include the outcome and reasons for the outcome. If the decision is in favour of the student, aifc will immediately implement any corrective measures, decisions made or preventative measures as per the outcome.

A student who has a complaint about assessment should first go to their course tutor and discuss it with them. The response must begin within 10 days of the appeal. Appropriate evidence of assessment will be made available to students who appeal against decisions. If this is unsuccessful they must go to the aifc regional/program director (or their assistant) to seek resolution. If the decision still cannot be resolved, the Academic Manager is brought into the matter in view of resolution. If this is unsatisfactory the Chief Executive Officer will need to be involved.

A panel involving at least one person not associated with the student or aifc may be established if required. This would only occur in cases where no resolution was possible through the means described above.

All procedures, agreements and action steps will be recorded and held in confidence and students are encouraged at any time during a complaints/appeals process to engage a support person.

Student orientation

On the first day of the course students are taken through an orientation procedure as set out on the student orientation checklist. Some of the points covered include:

- issues raised in the this handbook, including information on fees and refunds, recognition of prior learning, program orientation, student support, students' rights and responsibilities, etc.

- agreement to abide by the conditions within the handbook
- information on workplace health and safety, language and literacy support (see special form), emergency evacuation procedures, first aid procedures, injury and incident procedures and report, sexual harassment prevention (certain types of behaviour may constitute sexual harassment, sexual harassment is unlawful, who to go to for help if harassed, all complaints will be treated seriously), victimisation and bullying incidents will be investigated. (see below for further details of WHS and other governmental regulations)

Workplace Health and Safety and other governmental regulations

Students need to be aware of Commonwealth and State governmental regulations in relation to:

- 1) Workplace Health and Safety (Work Cover).** <http://www.cgu.com.au/cgu/Pages/Home.aspx>
QLD: <http://www.deir.qld.gov.au/workplace/law/whslaws/legislation/index.htm>
NSW: <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+10+2011+cd+0+N>
VIC: <http://www.worksafe.vic.gov.au/laws-and-regulations/worker-rights-and-responsibilities>
W.A: http://www.slp.wa.gov.au/legislation/agency.nsf/docep_main_mrtitle_1853_homepage.html
ACT: http://www.worksafe.act.gov.au/health_safety
S.A <http://www.legislation.sa.gov.au/LZ/C/R/Occupational%20Health%20Safety>
- 2) Workers Compensation Insurance covers all staff**
QLD: <http://www.workcoverqld.com.au/>
ACT: <http://www.cgu.com.au/cgu/workers-compensation-act/Pages/workers-compensation.aspx>
VIC: <http://www.qbe.com.au/Workers-Compensation/VIC-Victoria/Employers/Insurance.html>
WA: <http://www.qbe.com.au/Workers-Compensation/WA-Western-Australia/Insurance.html>
SA: <http://www.workcover.com/>
NSW: <http://www.workcover.nsw.gov.au>
- 3) Professional indemnity insurance covers staff while engaged in aifc duties and all students while counselling during the course.** <http://www.acsfinancial.com.au/>
- 4) Workplace harassment, victimisation and bullying.** <http://www.worksafety.act.gov.au>
- 5) Anti-discrimination, including equal opportunity, racial**

vilification and disability discrimination. <http://www.antidiscrimination.gov.au>

6) Privacy. <http://www.privacy.gov.au/law/act>

Students are advised that under the model legislation outlined by Safework Australia, they have a responsibility to:

- a) take reasonable care for their own health and safety; and
- b) take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons; and
- c) comply, so far as they are reasonably able, with any reasonable instruction that is given by aifc or its staff.

Critical incidents

Students involved in a critical incident during an aifc related event (any traumatic event causing personal harm to themselves or others) such as an accident, injury, theft, damage to property, abuse, natural disaster and terrorism) should report it to their tutor who will complete a critical incident report together with the student and inform the aifc regional/program director who will send a copy to the Registrar.

Any necessary action steps to be taken as a result of the incident are recorded and followed up.

Student feedback (evaluation)

Feedback from students on the training program is important and taken seriously, in view of the continuous improvement of the training program. Any student who wishes to make recommendations about course improvement is required to submit them to their Regional or Program Director.

Various feedback forms are also used such as:

- Visiting Teacher Evaluation Form - this should be completed after all visiting teachers complete their teaching, assessed by the assistant director and a copy sent to the Academic Manager for analysis (a copy of each form will be sent to the speaker by the Registrar).
- Student Staff Evaluation Form- this is completed by each student to assess staff teaching and tutoring performance at Seminar 3 and checked, feedback given to the staff person by the regional/program director, and then sent to the Academic Manager for processing.
- Program Review by Students- this should be completed by all students at seminar 5 and checked by the regional/program director and then sent to the Academic Manager for analysis.

Graduation

Requirements to receive qualifications

All course fees must be paid before graduation is possible.

To receive the Diploma of Counselling (Christian) students must satisfactorily complete all the Diploma units in not more than three years.

To receive the Advanced Diploma of Counselling and Family Therapy (Christian) students must satisfactorily complete all the Advanced Diploma units in not more than three years.

Students who complete the Advanced Diploma will be issued the qualification CHC51712 Diploma of Counselling

To receive the Graduate Certificate of Counselling and Family Therapy (Christian) and Graduate Diploma students must satisfactorily complete all the third year units in not more than three years.

A Statement of Attainment will be issued to those who only complete portions of the course.

A graduation ceremony will be held at the aifc centre during a seminar (usually the Friday evening of the second seminar) the year after satisfactory completion of each of the relevant course.

Graduation ceremony

The graduation ceremony is generally held during the second seminar in the year following completion of the course, normally in a conference room at the course venue. Only students who have satisfactorily completed the Diploma, Advanced Diploma or Graduate Certificate/Graduate Diploma will be awarded certificates at the ceremony.

The ceremony will be arranged and conducted by the regional/program director, who will give you details.

Students are permitted to invite up to four visitors each, or as advised by their regional/program director.

Students may arrange a celebration dinner afterwards, which will be entirely their responsibility.

An official professional photographer will be present to take photographs of the ceremony and of each student receiving their certificate. These can be purchased from the photographer.

Students come to the platform one by one when their name is called to receive their certificate, and as they do they tilt their hat (mortarboard) as a measure of respect to the issuing person.

Dress

Students must be dressed appropriately for the ceremony as follows:

Diploma students wear business dress, academic gown and a mortarboard.

Advanced Diploma students wear business dress, academic gown and the aifc royal blue stole and a mortarboard.

Graduate Certificate students wear business dress, academic gown and the special Graduate Certificate hood and mortarboard.

The aifc royal blue stole and Graduate Certificate hood is available on loan for graduating students and staff. Regional/Program Directors hold a stock of stoles and hoods and are responsible for their issue and return in good condition.

The aifc royal blue stole and the Graduate Certificate hood may be purchased from Raymond W. Bredin & Son in Melbourne (Tel: 03 9587 8100).

Certificates and record of results

Upon satisfactory completion of your course and full payment of all fees you will receive an attractive certificate and a Record of Results listing the units that you have attained competence in.

Additional copies of your certificate and Record of Results may be obtained from the National Office at a cost of \$40 each.

After graduation—further study and vocational opportunities

Students wishing to practice counselling and family therapy are advised to complete the whole three-year training program culminating in the Graduate Certificate of Counselling and Family Therapy.

Following graduation, it is expected that students who wish to practice counselling will:

- continue to be involved in on going education
- continue to observe the ethical principles taught
- have on going counselling supervision
- continue membership of a recognised counselling association (CCAA, ACA, AARC, CAPA, PACFA etc.) and potentially work toward full clinical membership with these associations

If these criteria are met, there should be no reason the graduate cannot immediately practice supervised counselling in private practice (preferably in a counselling clinic), in churches, missions, schools, hospitals and government departments. Graduates may also conduct seminars on family health issues as a service to the general community.

Vocational opportunities in secular and church organisations such as community services, schools and churches depends upon the requirements of those organisation and graduates are encouraged to approach and discuss opportunities with those organisations.

aifc courses are accredited by the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian counselling Association (ACA). This opens doors to many career opportunities in the counselling industry.

Once counsellors become a graduate/clinical member with ACA or with a PACFA member association, by doing a course such as our Graduate Certificate and the necessary additional counselling hours, they are eligible to be included on the Australian Register of Counsellors and Psychotherapists (ARCAP). This register is available to the public.

Articulation into further training

Students who have received the aifc Graduate Diploma program may consider further post-graduate training by other training providers such the University of Western Sydney, LaTrobe University, Charles Sturt University, Queensland University of Technology, Catholic University, University of New England, Tabor College, Wesley College and Christian Heritage College (QLD) all who have accepted our students into their postgraduate programs.

aifc has structured learning pathways established with Tabor College (Victoria), Christian Heritage College (QLD) and Tabor College (WA)

