

THE
UK COLLEGE
OF
HYPNOSIS & HYPNOTHERAPY
Diploma in
Cognitive-Behavioural Hypnotherapy

Course Handbook & Assessment Guide

Including information on the
Diploma in Stress Management & Resilience-Building

Revised:

8.2.24

This Course Handbook accompanies NCFE Level 4 Customised Award No. 11646 and NCFE Level 5 Customised Award No. 11647. Mapped against the National Occupational Standards for Hypnotherapy. Approved NCFE Centre No. 003944.

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About the UK College of Hypnosis & Hypnotherapy

Introduction to the UK College of Hypnosis & Hypnotherapy

The UK College of Hypnosis & Hypnotherapy is a hypnotherapy training provider specialising in modern evidence-based, cognitive-behavioural theory and practice. It is a division of MindEase Limited (registered in England as Company No. 07119930, VAT Registration Number 177 1514 04). Mindease Limited is a private limited company listed in the Department for Education & Skills' UK Register of Learning Providers (UKPRN 10042163).

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Mission Statement

- To innovate by continually researching and developing the most effective and evidence-based approaches to cognitive behavioural hypnotherapy
- To provide the best quality, most effective and most enjoyable training in hypnotic psychotherapy available anywhere in the world
- To deal with students fairly, honestly and supportively, nurturing their therapeutic skills and helping them develop to their full potential as therapists

History of the UK College

The College was founded in April 2003 when the HypnoSynthesis® trademark (2329434) was officially registered as the brand name for the training in self-hypnosis and personal development being taught by Donald Robertson at that time, after teaching smaller workshops and seminars for several years.

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After becoming an incorporated company in July 2005 (Company No. 05499462), it assumed the name, The UK College of Hypnosis & Hypnotherapy Limited, while retaining the brand trading name of HypnoSynthesis®. The trademark Hypno- CBT® (2398937) was registered in 2005 as the brand name for the proprietary system of cognitive-behavioural hypnotherapy initially developed by Donald Robertson.

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In December 2009, the company name was changed to The UK College of Cognitive & Behavioural Therapies Ltd, with the UK College of Hypnosis continuing as a division of this.

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In 2013, the ownership of The UK College of Hypnosis and Hypnotherapy and the trademark Hypno-CBT® transferred to MindEase Limited, the company founded by the then Vice-Principal, Mark Davis.

The UK College continues to operate now as a division of MindEase Limited under the direction of the principal Mark Davis according to the same principles instantiated by Donald Robertson, developing the Hypno-CBT® approach and furthering the delivery of what aspires to be the most effective hypnotherapy training program in the world.

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In 2014 the British Psychological Society Learning Centre formally recognised the Certificate Course and Diploma Course as approved CPD for psychologists.

At the 2016 Annual Chinese Psychology Conference Mark Davis, the College Principal, delivered a keynote talk to 3000 psychotherapists on the integration of mindfulness, hypnosis and cognitive behavioural hypnotherapy ("Integrating the Ancient, the Magical and the Scientific"). During that same year Hui Bee Teh, a UK trained clinical psychologist and college alumni joined as Asia Operations Manager and The UK College began to offer courses in Beijing, China, delivering the first ever complete training in Cognitive Behavioural Hypnotherapy (Hypno-CBT®) to 40 Chinese students and therapists. In 2017 The UK College will be teaching two diploma programs in Beijing while continuing to offer our Diploma program, courses and workshops in the United Kingdom.

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2019 the college invested in a learning management system and created an online digital version of the diploma course. This platform has continued to develop, now offering many of the additional workshop and CPD courses run by the college as digital courses. The most recent addition to the college curriculum is the Professional Membership Hub. This offers students the ability to connect and continue their learning, to interact with each other and the college tutors and coaches, to sign up for enhanced learning in the form of webinars, watch and discuss sessions of skilled practitioners, join practice sessions etc. The college continues to innovate and provide the best possible learning environment for its students and alumni.

College Staff

Mark Davis

College Principal and Executive Director
Administrator Course | Trainer & Assessor
Appointed Person (First Aid)

Fabienne Davis

Director & Training

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David Ince

Non-Executive Director

Daniel Mirea

Associate Course Trainer and Workshop Instructor

Shelley Cushway

Assistant Trainer & Online Learning Manager

Dr Jana Martiskova, PhD

Assistant Trainer

Mimi Fakhri

Assistant Trainer

Tim Grimwade

Assistant Trainer

Theresa Brockway

Assistant Trainer

Dr William Sheate, PhD

Assistant Trainer

Sue Sawyer

Assistant Trainer

Emma Coffey

Assistant Trainer

Hui Bee Teh

Asia Operations Director

Sophia Davis

CRM Projects

Jacqueline Hicks

Assessment/Online Administrator

Danielle Arthur

Marketing, Sales & Student Support Executive

Kelly Ince

Sales Manager

Simon Clarke

Internal Verifier / UKCP Registered Hypno-Psychotherapist

UK College Contact Details

The UK College of Hypnosis & Hypnotherapy

167-169 Great Portland Street, 5th Floor, London, W1W 5PF (correspondence only)

Administration Office Telephone: +44 (0) 207 112 9040

Email: Study@UKhypnosis.com

Website: www.UKhypnosis.com

About the Diplomas

About the Diploma & Higher Diploma in Cognitive-Behavioural Hypnotherapy

Overview

The Diploma & Higher Diploma in Cognitive-Behavioural Hypnotherapy has been developed by the UK College of Hypnosis & Hypnotherapy to provide candidates with a progression route toward full professional status as a hypnotherapist.

The diploma & higher diploma consist of the following mandatory units:

Unit 1 (C0982/001): Assessment. Assess the client's needs.

Unit 2 (C0982/002): Treatment. Conduct the treatment.

Unit 3 (C0982/003): Self-help. Train & educate the client in self-care.

Unit 4 (C0982/004): Professional & Ethical Issues. Understand professional issues.

Unit 5 (C0982/005): Theory & Concepts. Apply knowledge & theory to treatment.

Aims of the Award

The overall aim of the diploma is to provide professional training in evidence-based hypnotherapy, through which you will acquire both a sound theoretical framework and the practitioner skills and techniques required to work safely and effectively with clients.

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- To provide a safe and challenging environment for the study of hypnotherapy theory and practice.
- To teach a core model of hypnotherapy theory and practice.
- To teach a basic understanding of comparative models of psychotherapy.
- To teach an appropriate understanding of research methods and evidence-based practice in relation to hypnotherapy.
- To encourage and prepare students for the use of clinical supervision and reflective practice in hypnotherapy.
- To prepare students for registration with the relevant therapy accreditation bodies.

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The National Occupational Standards for Hypnotherapy (NOS)

This award has been based upon and mapped to the National Occupational Standards for "hypnotherapy" published by Skills for Health, the sector skills council for the UK health sector. Each unit opens with a clear indication of the unit which is based upon from the NOS, and individual learning outcomes have been designed to directly correlate with the elements of the NOS, as indicated in the unit specifications below. The NOS have been correlated with the NHS Knowledge & Skills Framework by Skills for Health as follows.

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NHS Knowledge & Skills Framework

Level 3: Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs.

Unit CH-CH1: Health & Well-Being HWB2

Assessment and care planning to meet people's health and wellbeing needs

Unit CH-CH2: Health & Well-Being HWB5

Provision of care to meet health and wellbeing needs.

Unit CH-CH3: Health & Well-Being HWB4

Enablement to address health and wellbeing needs.

Complementary & Natural Healthcare Council (CNHC)

CNHC is a UK voluntary regulator for complementary therapists.

CNHC was set up with government support to protect the public by providing a UK voluntary register of complementary therapists. CNHC's register has been approved as an Accredited Register by the Professional Standards Authority for Health and Social Care.

Complementary therapies registered: Alexander Technique teaching; Aromatherapy; Bowen Therapy; Craniosacral Therapy; Healing; Hypnotherapy; Massage Therapy; Microsystems Acupuncture; Naturopathy; Nutritional Therapy; Reflexology; Reiki; Shiatsu; Sports Therapy; Yoga Therapy

CNHC has worked with Skills for Health and developed the latest National Occupational Skills – the first two of which are generic to all complementary healthcare practitioners and the third is exclusively for hypnotherapists

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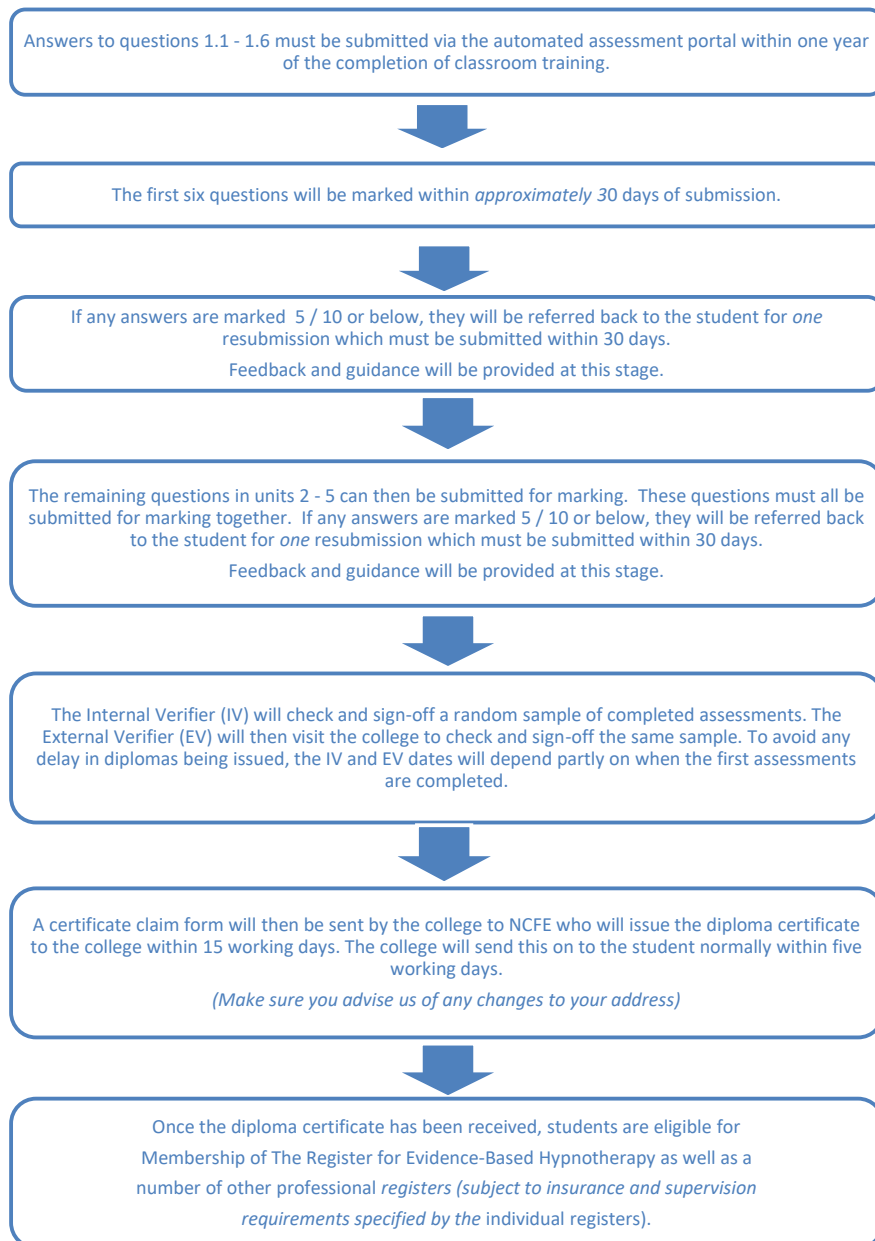
CN-H1 – Explore and establish the client's needs for complementary and natural healthcare [hypnotherapy] (<https://tools.skillsforhealth.org.uk/competence/show/html/id/2798/>)

CN-H2 – Develop and agree plans for complementary and natural healthcare [hypnotherapy] with clients (<https://tools.skillsforhealth.org.uk/competence/show/html/id/2799/>)

CN-H3 - Provide hypnotherapy to clients (<https://tools.skillsforhealth.org.uk/competence/show/html/id/3286/>)

The Diploma & Higher Diploma Assessment & Certification Process

Diagram of the Written Assessment & Certification Process



Submitting Work and Essential Guidance

The assessment comprises of the assessment questions and case studies.

The assessment questions that students are required to complete are submitted online at <https://www.ukhypnosis.com/submit-your-assessment/>

All questions or communication about your assessment are to be via email to assessments@ukhypnosis.com.

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This handbook, the assessment questions, submission form and payment online are all available in the Resources Section of the college website at: <https://www.ukhypnosis.com/student-support/>

It is essential that you read all of the guidance shown in this handbook before beginning to answer any of the questions.

For students planning to complete all three stages of training, assessment work can be submitted in two batches. The first submission is answers to Unit 1 questions, the second submission is answers to questions in Units 2-5. Answers to Units 2 – 5 must all be submitted together. Those completing stages 1 and/or 2 of the training only, are not required to submit any assessment work and will be issued with a certificate of attendance on request. Please email us to request your certificate.

Before you have finished the classroom training (end of Stage 3) there are other questions that you can work on and prepare. However please don't submit these until you have finished answering all the questions.

Additional questions you can work on after Stage 1 Course (Certificate in Evidence-Based Hypnosis)

Questions 2.1, 3.1, 4.1 and 4.2, Questions 4.5 to 4.7 and Questions 5.5 to 5.8 - each of these questions pertain to material covered in Stage 1 (the first week of the course) – therefore you can start preparing answers to these questions before you have finished Stage 3.

We recommend that you don't answer the remaining questions until after you have finished Stage 3 – although if you are engaged in sufficient supplementary reading, you can be outlining these already (for example questions 5.4).

Word Count: All answers **must be within the limit of 400-600 words per question**. Any answers that aren't within the word limit won't be marked.

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Quotations: Quotations from other sources must be kept to an absolute minimum for these short questions. Marks will not be given for material quoted directly from another source, so try to put things in your own words where possible.

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Citations & Referencing Sources: Any work which employs quotations from or refers to other texts should be clearly referenced, using the Harvard System of Referencing. However, citations are not a requirement for this assessment and are not included in your word count. Guidance on the Harvard System of Referencing can be found in the essential learning module in your online learning portal.

Plagiarism in any form is *strictly prohibited* by the College and NCFE – see our assessment policy for details.

Format: Answers must be submitted via the automated assessment portal. Once you have paid for your assessment you will be sent the link.

Turnaround times: Your answers will be marked within 30 days of submission.

Marking: Answers are marked out of 10. A score of 6/10 or more on every question is required to pass. If your answer is less than 6/10 you will be given specific feedback and a chance to resubmit.

Feedback: You will receive feedback on all your answers to allow you to improve your written responses in subsequent submissions – as well as summary feedback for your future development.

Sources: It is not appropriate to reference the course manuals or handouts in your answers, all references should be to published books, journal articles, etc. The main recommended course textbook is Hartland's Medical and Dental Hypnosis by Heap and Aravind.

Fees: Fees for the Diploma and Higher Diploma in Cognitive Behavioural Hypnotherapy are published on the website. These cover the cost of examiners, internal verification, registration with NCFE, administration and your certificate. You need to pay your fees before you can submit any work. You can pay online at <https://www.ukhypnosis.com/pay-for-your-assessment/>

General comments and suggestions:

In total there are 26 questions for both the Diploma and Higher Diploma. Therefore, total word count for the assessment can vary between 10,400 – 15,600 words. Once you have submitted your unit one questions you will receive feedback, this will allow you to fine tune the style and content of your written work. Reminder: This is not a pass or fail. You can resubmit after tutor feedback.

This is a VOCATIONAL AWARD. Therefore, personal reflection and understanding of how hypnotherapy is applied in practice is considered far more important than a regurgitation of book knowledge, theory or citing references. Reflect upon your experience and the feedback forms. Read and develop your own understanding. You have to demonstrate an ability to evaluate and analyse concepts – especially as they apply to the practice of hypnotherapy (accepting clients, assessing clients, developing and delivering treatment plans).

Some students find it helpful to leave their textbooks in a different room when it comes time to writing their answers, other students find it helpful to record their spoken answers and then transcribe and refine these.

For full information of the marking please visit the essential learning module in your online learning and review the questions sets.

Marking, grades and feedback

The College require up to 30 days for marking for unit 1 and up to 45 days for marking of units 2 – 5. Feedback will be provided, and a further 30 days may be required to mark any resubmissions, although this will depend on the amount of work being resubmitted. Please note that these timings are approximate and intended only as a guide. In many cases submissions are marked and returned much earlier. If resubmission of work is required, students will have 30 days to do so.

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The minimum pass mark is 6 / 10 of the *total* mark. Therefore, each individual answer must achieve a minimum of 6 / 10. Students who score less than 6 / 10 have *one* subsequent opportunity to resubmit answers. Guidance on resubmission will be provided by your tutor or assessor and it is strongly recommended that you take advantage of every opportunity for feedback. Grades are not displayed on the NCFE diploma certificate and are not graded in terms of merit, distinction etc..

Each test question is marked on a scale from 0-10 and this gives a guideline regarding the work needed for the portfolio as follows:

Level 5

Fail Outcome			Pass Outcome				
0 – 1 Extremely poor	2 – 3 Very poor	4 – 5 Poor	6 Pass	7 Sound answer	8 Good answer	9 Very good answer	10 Excellent answer
Irrelevant or very seriously flawed answer. No answer given.	Seriously incomplete. Major Flaws. Several significant omissions or errors.	Some significant omissions	Evidence of evaluation and analysis. Some omissions or errors.	Evidence of evaluation and analysis. Some minor omissions or errors.	Evidence of evaluation and analysis. Few minor omissions or errors.	Clear evidence of evaluation, analysis and reflection.	Very clear evidence of evaluation, analysis and reflection. Complete answer.

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Level 4

Fail Outcome			Pass Outcome				
0 – 1 Extremely Poor	2 – 3 Very poor	4 – 5 Poor	6 Pass	7 Sound Answer	8 Good	9 Very good	10 Excellent
Irrelevant or very seriously flawed answer. No answer given.	Seriously incomplete Major flaws. Several significant omissions or errors.	Some significant omissions or errors.	Evidence of clear explanation and description Some omissions or errors	Evidence of clear explanation and description Some minor omissions or errors.	Evidence of clear explanation and description Few minor omissions or errors	Clear explanations and descriptions and reflection	Very clear explanations and descriptions, some analysis and reflection. Complete answer

Coursework marked “6/10” will be sufficient to meet the required standards but your assessor may provide additional comments and guidance on your submission. However, please do *not* make *any* changes to your test question responses unless specifically asked to do so. Coursework marked “5” or below is *not* sufficient to meet the required standards and requires additions or changes before final submission.

The diploma assessment questions are different for level 4 and level 5 and can be found by accessing the link below:

[Assessment & Case Study Resources](#)

Then follow the link for the level you are studying at.

The Internal & External Verifiers

Twice a year the internal verifier assesses a sample of student assessments as part of our internal audit. Annually, an External Verifier, employed by NCFE, will visit your awarding centre (the College) and may wish to discuss with you the content of the course and the work you are doing. The External Verifier’s role is to ensure your work has been assessed in accordance with NCFE’s requirements.

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Award of Diploma

Once you have completed your assessment work to the satisfaction of your Assessor and the Internal and External Verifier, and successfully completed any additional requirements, your awarding centre (the College) will return a signed Certificate Claim Form to NCFE. Your diploma will be dispatched to your awarding centre (the College) within 15 workingdays of receipt of this form. Your awarding centre (the College) will then forward the diploma to your designated postal address (please advise us of any change of address). Please allow up to six weeks from receiving your grades to receipt of your diploma.

Student Case Study Guidance and Process Flow

As part of the diploma and higher diploma you are required to complete case studies. These case studies should be conducted in line with the following guidelines. This document provides a detailed overview of how to approach your case studies. Please also review the process flow chart below before commencing.

Case study clients

Your case study clients should be fully briefed and understand that this is part of your qualification assessment, that you are still in training and have not yet qualified.

Case study clients can be identified as soon as you commence the course however you are asked not to start any sessions until stage 1 is completed. If you would prefer, you can start once you have completed all three stages. You will have one year from the completion of stage three to submit your case studies.

Level 4 Case Studies

Case Study 1 - Focus on; Assessment & conceptualisation, introduction to hypnosis, ego-strengthening and script development (2 sessions)

Case Study 2 - Focus on; Assessment & conceptualisation, behavioural therapy interventions & approaches (3 sessions)

Case Study 3 - Focus on Assessment & conceptualisation, cognitive therapy interventions and approaches (3 sessions)

Level 5 Case Studies

Case Study 1 - Focus on; Assessment & conceptualisation, introduction to hypnosis, ego-strengthening and script development (up to 3 sessions)

Case Study 2 - Focus on; Assessment & conceptualisation, behavioural therapy interventions & approaches (up to 6 sessions)

Case Study 3 - Focus on Assessment & conceptualisation, cognitive therapy interventions and approaches (up to 6 sessions)

Case Study 4 - Focus on Assessment & conceptualisation, cognitive therapy interventions and approaches (up to 6 sessions)

As part of the level 5 higher diploma you will need to complete 20 volunteer client hours via your case studies. If you don't reach the required 20 hours with your first 4 case studies, you will need to complete further case studies to achieve this.

You can complete a maximum of 6 case studies.

If you continue working with your volunteer beyond the above sessions, these should not be submitted as part of your assessment.

Your case study volunteers should be seeking help for sub-clinical, low level issues such as:

- Performance improvement; sports, exam, driving, public speaking etc
- Mild anxiety associated with phobias e.g. animals or heights
- General stress; work related, lack of assertiveness
- Mild anxiety associated with social anxiety e.g. speaking in meetings or presentations, expanding friendship groups, dating, networking
- Habit change; nail biting, hair pulling

If, once the initial assessment is completed, it becomes apparent that there are more complex issues, you should refer the individual and not proceed further. Similarly, if it becomes clear that exposure to your case study volunteer's issue could negatively impact shared relationships in the future, either refer or defer their participation. Referrals should always be discussed with your supervisor before being discussed with the volunteer who may accept or reject any recommendations accordingly. Referrals may be made back to their GP or to a qualified therapist, the appropriate routes will be part of the discussion with your supervisor.

Contraindications

It is important that you stay within your sphere of competence, and in particular, refer any volunteers that present any contraindications. These include, but are not limited to, volunteers diagnosed with schizophrenia, depression, psychosis, severe clinical presentations, suicidal ideation and under 18's. You should also seek advice if your volunteer suffers epilepsy, migraines or is pregnant. Referral of these volunteers extends to those volunteers seeking assistance for an issue that isn't related to their pre-existing condition i.e. smoking cessation for a volunteer diagnosed with depression. It is important to discuss the suitability of your volunteers with your supervisor before commencing any sessions.

Confidentiality should be maintained at all times. Your case study notes should be completed with a reference number and no personal information such as address, email address etc., included in your assessment submission.

No payment should be taken for these sessions and case study volunteers should be aware that you are not yet fully trained or established in business. The interventions you will be using are safe and harmless, however they should be aware that you are still learning, and they should disclose any underlying issues honestly and promptly, including any that develop during the case study period. You will therefore refer any issues you believe are contra-indications for your current level of knowledge. If you are in any doubt as to whether to proceed with a case or have any concerns that arise during the case study, please contact your supervisor to discuss. Your supervisor will be aligned to you during stage 1 along with full contact details.

It is advised that close friends or relatives are not invited to be case study volunteers. We advise that you ask your network for referrals of people you could work with. If you do decide to work with an individual you already have a relationship with (family, friend, social network etc) be very clear about confidentiality at the outset and agree to remain focused on their low-level issue as outlined above. You should be aware that the therapy may lead to the sharing of highly sensitive information which may change the nature of your relationship, and you should carefully consider your acceptance and comfort with this fact before commencing. If you have any doubts about the impact on your relationship you may wish to select someone else, outside of your immediate network to work with.

General guidance: You need to apply for student Professional Indemnity insurance before commencing your case studies. Most insurers provide this type of insurance. Public liability insurance should also be covered as part of your professional indemnity insurance, please check that this is in place. Once you have decided which organisation to insure yourself through, contact them to see if they provide student insurance. The college can't make any recommendations for insurers.

Ensure you have a private, safe, confidential and suitable place to conduct the case study sessions. Conduct a health & safety risk assessment to satisfy yourself that the space is suitable. Ensure that the premises are covered by public liability insurance.

Case study supervision: Once you are ready to start your case studies contact assessments@ukhypnosis.com and a supervisor will be allocated to you. If you have any queries or concerns regarding your supervisor you should email assessments@ukhypnosis.com. You should arrange supervision sessions directly with your supervisor, sessions are 30 minutes per case study.

Once you are ready to commence your case study you should arrange an initial session with your supervisor to discuss the overall approach. Then complete the case study administration form (in resources) and send this to assessments@ukhypnosis.com along with a copy of your insurance document. Your supervisor will send you a supervision agreement.

Case study write up guidance: The details of your case study should be recorded in the appropriate form, additional copies can be found in the resources section on the website.

No personal details of your client i.e. name, email address, address, should be included. Please use a volunteer reference number.

On submission you are required to submit your 'Supervision Review' and 'End of treatment review' only for each of your three clients plus a feedback form for each of the three clients.

Case study marking criteria: You will need to demonstrate the following:

- How did you explain the rationale for hypnotherapy and formally agree a treatment plan and goals?
- How did you complete the assessment phase?
- How did you explain informed consent and confidentiality?
- How did you plan and prepare a therapy session or series of sessions.
- How did you select the treatment interventions?
- How did you assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback?

Case Study Completion & Submission Process

Complete case studies as follows:

Case Study 1 – commence after stage 1 of the diploma

Case Study 2 – commence after stage 2 of the diploma

Case Study 3 – commence after stage 3 of the diploma

If you are completing the level 5 diploma you can commence the additional case studies after you have finished stage 3.

If you prefer you can wait and start all case studies once you have completed all stages of the diploma.

Please ensure you ask your volunteer to read and sign the Case Study Agreement found here:

<https://www.ukhypnosis.com/assessment-and-case-studies-resources/>.

You will find two forms to guide you through your case study sessions here: <https://www.ukhypnosis.com/assessment-and-case-studies-resources/>.

Additional information:

The case studies are intended to give you the opportunity to develop your skills as a therapist and to start to engage in reflective practice and supervision. There is no pass or fail or 'mark'. Your supervisor will confirm that the case studies have been completed and supervision sessions completed as part of your overall assessment.

A process flow can be found on the next page to guide you through the process.

Case Study Process Flow



STEP 8

Repeat steps 7 for each case study



STEP 9

Once you have completed all your cases studies and supervision sessions your supervisor will email assessments@ukhypnosis.com to confirm you have completed the case studies



When you have completed the required sessions and wish to submit a case study complete the supervision review form in preparation for the supervision session found here: <https://www.ukhypnosis.com/assessment-and-case-studies-resources/> and arrange a session directly with your supervisor with your supervisor

Learning outcomes – Level 5

If you are interested in reviewing the full qualification specification and learning outcomes for the level 5 Higher Diploma in Cognitive Behavioural Hypnotherapy please click this link: [Level 5 Higher Diploma in Cognitive Behavioural Hypnotherapy Specification](#)

Learning Outcomes – Level 4

If you are interested in reviewing the full qualification specification and learning outcomes for the Level 4 Diploma in Cognitive Behavioural Hypnotherapy please follow this link: [Level 4 Diploma in Cognitive Behavioural Hypnotherapy Specification](#)

Accreditation

Designatory Letters

After completion of Stage 1, you will be eligible to put the letters “Cert. Hyp.” after your name. After Stage 2 this can be upgraded to “Cert. CBH.” After Stage 3 this can be upgraded to “AdvCert. CBH.” Upon achieving the full diploma in CBH award, this can be upgraded to “Dip. CBH”. Upon achieving the diploma in Stress Management and Resilience Building you will be eligible to add the letters “Dip. SMRB” after your name.

Professional Registration

Once you have received your NCFE Diploma, you will be eligible to join the following professional hypnotherapy registers, subject to additional requirements for insurance, supervision and CPD:

The Register for Evidence-Based Hypnotherapy & Psychotherapy (REBHP) - www.REBHP.org

The Diploma is recognised by REBHP, and you will be eligible for full membership (at Licentiate Level) at REBHP.

The General Hypnotherapy Register (GHR) & General Hypnotherapy Standards Council (GHSC)

The diploma has been assessed and validated at “practitioner” level by The General Hypnotherapy Standards Council (UK). Graduates are eligible for professional registration with The General Hypnotherapy Register at full practitioner status.

The National Council of Hypnotherapy (NCH) – www.hypnotherapists.org.uk

The diploma has been deemed equivalent to the Hypnotherapy Practitioner Diploma used by NCH – and so you will be eligible for full membership (at Licentiate Level) with the National Council of Hypnotherapy.

Accredited Counsellors, Coaches, Psychotherapists and Hypnotherapists (ACCPH) - www.accph.org.uk

Professionals who hold recognised qualifications completed by blended and home distance learning. These being of a specific nationally recognised standard.

The International Stress Management Association [ISMA^{UK}] - www.isma.org.uk

The International Stress Management Association [ISMA^{UK}] is a registered charity and the lead professional body for workplace and personal Stress Management, Well-being and Performance. They promote sound knowledge and best practice, nationally and internationally.

The Federation of Holistic Therapists (FHT) - www.fht.org.uk

The FHT is the association of choice for professional therapists, as well as those starting out or teaching. As a member you have professional status and recognition, plus there are many benefits including listing on directory, insurance etc.

Reading list

It is not appropriate to reference the course manuals or handouts in your answers, all references should be to published books, journal articles, etc.

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You may wish to subscribe to *The International Journal for Clinical & Experimental Hypnosis (IJCEH)* the leading research journal in the field of hypnosis. IJCEH subscription is free with registration for REBHP members. Other leading journals in the field are the *American Journal of Clinical Hypnosis (AJCH)* and the *British journal Contemporary Hypnosis*.

We have marked the most important books below with an asterisk (*). Many important books on hypnosis are out of print or difficult to obtain. Abe Books is probably the largest marketplace for books on the internet and the best place to look for copies of old textbooks.

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www.Abebooks.co.uk

The main books recommended for all students to read during their training is,

1. *Hartland's Medical & Dental Hypnosis: Fourth Edition* (2001) by Heap & Aravind
2. *Essentials of Clinical Hypnosis: An Evidence-Based Approach* (2006) by Lynn & Kirsch
3. *The Practice of Cognitive-Behavioural Hypnotherapy (in print 2013)* by Donald Robertson

The following are also important and highly recommended reading,

1. *Handbook of Hypnotic Suggestions & Metaphors* (1990) edited by Hammond
2. *Evidence-Based Practice of Cognitive-Behavioural Therapy* (2009) by Dobson & Dobson

See below for more information on these titles.

General Hypnotherapy

*** The Discovery of Hypnosis: The Complete Writings of James Braid (2009)**, Donald Robertson (ed.)

This is the complete edition of James Braid's writings, the founder of hypnotherapy in his own words with preface and commentary by Donald Robertson, principal of the UK College.

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*** Hartland's Medical and Dental Hypnosis: Fourth Edition (2001)** Michael Heap & Kottiyattil Aravind

This is the main general-purpose textbook we recommend for clinical hypnotherapy.

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*** Handbook of Hypnotic Suggestions and Metaphors (1990)**, D. Corydon Hammond

This is the best collection of scripts and techniques, containing excerpts from many different respected authors.

Clinical and Experimental Hypnosis: In Medicine, Dentistry, and Psychology, Second Revised Edition (2007), William S. Kroger

A traditional clinical textbook by well-respected author with a broadly behavioural orientation. Somewhat dated now,

though.

* **DSM-V-TR: Diagnostic & Statistical Manual of Mental Disorders: 4th Edition (2013)** , The American Psychiatric Association (APA)

The main reference book classifying psychiatric conditions.

The New Encyclopaedia of Stage Hypnotism (1996), Ormond McGill

The main textbook of stage hypnosis, not recommended except as an example of this approach to hypnosis.

Cognitive-Behavioural Hypnotherapy

* **Essentials of Clinical Hypnosis: An Evidence-Based Approach (2006)**, Steven Jay Lynn & Irving Kirsch

An excellent introduction overview of the evidence-based / cognitive-behavioural approach to clinical hypnosis written by two of the most prolific researchers in the field.

* **Cognitive Hypnotherapy: An Integrated Approach to the Treatment of Emotional Disorders (2008)**, Assen

Alladin

* A recent textbook by a well-respected authority on cognitive hypnotherapy.

Hypnotherapy: A New Approach (1987), William L. Golden, E. Thomas Dowd & F.

Friedberg

A small book providing a good introduction to a cognitive-behavioural approach.

Cognitive Hypnotherapy (2000), E. Thomas Dowd

A good overview of Dowd's approach which combines Beck's cognitive therapy with Ericksonian hypnosis.

They Call it Hypnosis (1990), Robert A. Baker

An excellent, very readable book, on the cognitive-behavioural theory of hypnotism; not a clinical textbook.

* **The Clinical Use of Hypnosis in Cognitive Behaviour Therapy (2006)**, Robin A. Chapman

(ed.) A collection of articles by different authors.

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Hypnosis & Behaviour Modification: Imagery Conditioning (1976), William S. Kroger & William D.

Fezler

An early textbook on behavioural hypnotherapy. Rather dated ~~now, though~~.

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Hypnotism: Imagination, and Human Potentialities (1974), T.X. Barber, N.P. Spanos, & J.F. Chaves A seminal review of the research supporting a cognitive-behavioural (non-state) theory of hypnosis.

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Clinical Hypnosis & Self-Regulation: Cognitive Behavioural Perspectives (1999) , Irving Kirsch, Antonio Capafons, Etzel

Cardeña-Buelna & Salvador Amigó

An important collection of articles on cognitive-behavioural approaches to hypnosis and self-hypnosis training.

***Hypnosis & Behavior Therapy: The Treatment of Anxiety & Phobias (1983), J. Christopher Clarke & J. Arthur Jackson**

An early and well-designed textbook on behavioural hypnotherapy; despite the title it also contains references to the cognitive and rational therapies of Beck and Ellis as used in hypnosis.

The Handbook of Clinical Hypnosis (2010), Irving Kirsch, Steven Jay Lunn and Judith Rhue

An expensive, substantial textbook on clinical hypnosis edited by the leading “non-state” theorists and researchers – but covers all uses of hypnosis.

Casebook of Clinical Hypnosis, by Lynn, Kirsch and Rhue

Many cases cited from all different models of hypnotherapy – giving good examples of treatment plans and the actual way that hypnosis sessions are structured.

Hypnotherapy Explained, Assen Alladin

An excellent introduction to hypnotherapy and its clinical use by Dr Assen Alladin – including chapters treating migraine and depression.

Cognitive Hypnotherapy: An Integrated Approach to the Treatment of Emotional Disorders, Assen Alladin

Strongly recommended for the clinician’s bookshelf: covers CBH for migraine, insomnia, skin disorders, PTSD.

Handbook of Cognitive Hypnotherapy for Depression, Assen Alladin

An excellent small book by a leading clinician using CBH for Depression.

The Word as a Physiological and Therapeutic Factor, KI Platonov

An unusual and extraordinary book from the leading protégé of Pavlov who utilised a psychotherapy based on hypnotic suggestions in an extensive way in Russian “polyclinics” – covering over 50,000 cases. Includes extensive experimental work using hypnosis.

Conditioned Reflex Therapy, by Andrew Salter

A trail blazing book on behaviour therapy that began the behavioural revolution and can claim to be the origin of assertiveness training. Salter writes in vigorous, fresh non-academic styles. Includes many golden nuggets of wisdom gained from therapy on the frontline. Salter makes extensive use of hypnosis. Out of print but highly recommended.

Cognitive-Behavioural Therapy

Cognitive-Behavioural Therapy for Dummies (2006), R. Wilson

A simple overview and introduction.

Evidence-Based Practice of Cognitive-Behavioural Therapy (2009), Deborah Dobson & Keith Dobson

*A very thorough and up-to-date introduction to CBT, based on contemporary research evidence.

Problem-Solving Therapy: A Positive Approach to Clinical Intervention (2006), Thomas J. D’Zurilla & Arthur M. Nezu

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The main generic manual for problem-solving therapy (PST). Very easy to read and comprehensive for this approach. A good model to integrate with hypnotherapy.

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Cognitive Therapy of Anxiety Disorders: Science & Practice (2010), David A. Clark & Aaron T. Beck

Beck's new treatment manual for anxiety disorders (not phobias) based on his revised cognitive model of anxiety. This is a very comprehensive book but does assume prior knowledge of cognitive therapy.

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Feeling Good: The New Mood Therapy (1980), David Burns

A popular self-help book based on Aaron Beck's cognitive therapy.

Rational-Emotive Behaviour Therapy: A Therapist's Guide (1998), Albert Ellis & Catherine

MacLaren This short book provides a good introduction to Ellis' REBT approach.

*** The Practice of Behaviour Therapy, Fourth Revised Edition (1990), Joseph Wolpe**

The principal textbook of behaviour therapy. Particularly relevant to hypnotherapy given the similarities with Wolpe's systematic desensitisation.

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The Practice of Multimodal Therapy (1981), Arnold A.

Lazarus A key textbook outlining Lazarus' Multimodal

Therapy (MMT).

The Case Formulation Approach to Cognitive Behaviour Therapy, Jaqueline B. Persons

Highly recommended - focuses particularly on case formulation in CBT with numerous examples – and includes a good overview of the main cognitive, behaviour and emotion-based theories in the CBT model.

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Stress Inoculation Training, by Donald Meichenbaum

Cognitive Behaviour Modification, by Donald Meichenbaum

3rd Wave CBT (Metacognitive and Mindfulness Based Approaches)

Mindfulness and Acceptance – Expanding the Cognitive Behavioural Tradition, Hayes, Follette and Linehan

Mindfulness and Acceptance Based Behavioural Therapies in Practice, Susan Orsillo and Lizbeth Romer

Metacognitive Therapy for Anxiety and Depression, Adrian Wells

About the Diploma & Certificate in Stress Management & Resilience-Building

The Diploma award is an additional qualification, which can be undertaken by students alongside the Diploma & Higher Diploma in Cognitive-Behavioural Hypnotherapy. This Diploma is accredited by ISMA (The International Stress Management Association). Please note: this is *not* an NCFE-verified award.

You can attend the 6-day Stress Management & Resilience Building course or complete the online version of the course. Additional reading, home study, and assessment must be completed in order to obtain the Diploma or Certificate in Stress Management and Resilience Building Award (SMRB). You will find the requirements described below.

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The Diploma in SMRB must also be completed *within twelve months* of finishing your classroom training or online course, unless an extension has been granted by the College.

Diploma & Certificate in Stress Management & Resilience-Building

Attendance at the 6-day workshop which is designed both for those needing to deliver stress management training to their companies – and also for individual therapists looking to add to their skill set – this evidence-based stress management course will provide a strong foundation and skill set for helping clients or employees with stress management and resilience building.

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Modules include:

Psychoeducation including definitions of stress & resilience, different models, stress, physiology and illness, coping, how to build resilience, nutrition, exercise, neuroscience, sleep & the assessment

Relaxation, breathing, disorders of arousal & assertiveness

Mindfulness, anger management & ABC theory of cognition

Problem solving, worry, facing worry & anxiety

Stress in the workplace, treatment planning, workshop building

Completion of the questions outlined in the Diploma

Students who have completed and qualified for the Diploma or Higher Diploma in Cognitive Behavioural Hypnotherapy will, upon completion of the course and questions, be awarded the Diploma in Stress Management & Resilience Building. Students who have not completed the Diploma or Higher Diploma in CBH will be awarded the Certificate in Stress Management & Resilience Building

Work must be submitted via the automated assessment portal in the same format as for the Diploma.

Required & Recommended Reading

You should obtain the following two core texts and study them in detail:

1. *Build your Resilience* (2012) by Donald J. Robertson
2. *The Relaxation and Stress Reduction Workbook, 6th Edition* (2008) by Davis, Eshelman & McKay

The following recommended texts may also be of value:

1. *A Clinical Guide to the Treatment of the Human Stress Response, 2nd Edition* (2002) by Everly & Lating
2. *The Principles of Stress Management, 3rd Edition* (2008) by Lehrer, Woolfolk & Sime (eds.)
3. *Developing Resilience: A Cognitive-Behavioural Approach* (2009) by Michael Neenan
4. *The Resilience Factor* (2002) by Reivich & Shatté

Note: Reivich & Shatté (2002) contains a description of the Penn Resilience Program (PRP) based on Martin Seligman's approach.

Assessment Questions

All four questions below must be answered:

1. Provide a review of *Build your Resilience* (2012) by Donald J. Robertson, evaluating the overall approach described, in relation to your own practice or clients you intend to work with (750-1,000 words).
2. Provide a review of *The Relaxation and Stress Reduction Workbook, 6th Edition* (2008) by Davis, Eshelman & McKay, evaluating the overall approach described, in relation to your own practice or clients you intend to work with (750-1,000 words).
3. Describe Richard Lazarus' "transactional" model of stress and coping and evaluate the pros and cons of this theory in relation to both stress management and resilience-building (750-1,000 words).
4. Pick at least three specific interventions used in stress management or resilience-building and evaluate their pros and cons, with reference to your current practice or clients you intend to work with (750-1,000 words).

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UK College Policies

Admissions Policy

Students attending the Diploma are expected to meet the following requirements,

- Students should have no history of criminal convictions or sanctions by professional organisations which might reflect upon their suitability to practice as a therapist.
- Students must be at least 18 years of age when commencing training.
- Students should be fluent enough in spoken English to work effectively with English-speaking clients.
- Students must be in suitable mental health for training, e.g., no history of psychotic symptoms or serious current mental health problems, which may impair their ability to act as a therapist.
- Students who currently suffer from a general medical condition or psychological condition which might affect their safety or in any way impinge upon their ability to study are responsible for informing their Tutor before commencing training. For example, students who suffer from panic attacks or clinical depression are required to notify their Tutor in writing, so that relevant details can be logged in their file.

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Conflicts of Interest

A conflict of interest is a situation in which an interest or connection—direct or indirect—could influence your training and assessment, examples are allocation of a coach and marking of assessments. Thereby you must declare if you know of any persons that work at the college, this would be family or friends.

The following is in your Student Application and is a mandatory request.

I hereby declare I do not have any friends or family working at The UK College of Hypnosis and Hypnotherapy.
YES/NO

If yes, please complete the following:

- Who is the member of staff or associate (associate is any person undertaking work on behalf of the college whether employed or self-employed)?
- What is your relationship

All assessments are anonymised, and the college adopts a 'blind marking' approach. However, if a relationship with a college member of staff or associate is highlighted, the college will actively ensure that your tutoring and marking / assessment are undertaken by an alternative member of staff / associate'.

Equal Opportunities

The Awarding Centre (The College) fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of gender, colour, racial origin, nationality, disability, age, creed, sexual orientation, marital status, pregnancy & maternity, gender reassignment and social background.

The Awarding Centre aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices, and in access to its qualifications.

This does not contradict the Awarding Centre's duty to exclude students from training where a psychiatric or general medical condition might present a risk or otherwise render them unsuitable for training in hypnotherapy.

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Disability & Additional Support

We recognise that you might require additional support in order to achieve your Diploma; for example, if you have a permanent, or temporary, disability, medical condition or specific learning need.

We promise to make reasonable adjustment to accommodate your needs, insofar as it is possible and appropriate to do so.

Your Tutor will discuss the best methods of support to meet your needs and will notify NCFE of the support they are going to give you.

Appeals Policy & Enquiries about Results

If a student appeals their mark, the appeal will be logged by the assessment administrator who will confirm the process with the student. *There is a fee for an appeal, this will be confirmed by the assessment administrator at the time of request. Should the appeal be found in favour of the student this fee will be refunded.*

The paper will then be sent to a different assessor to mark blind. They will not be sent the previous marks or feedback comments or who the assessor was who originally marked it.

The new marking will then be sent, along with the original marking to the assessment manager who will review both marks and feedback and then make a decision on the final mark.

This will be communicated with the student along with any further feedback and guidance to help them revise and prepare for the resubmission, should this still be required.

Students who wish to appeal should contact the college in writing within 28 days of the original decision. Appeals against the second decision of the assessor may be made in writing within 28 days of their decision to the college. If you are still not satisfied with the Assessor's decision or wish to challenge the decision of the External Verifier, you have the right to raise an appeal with NCFE directly. This must take place within 28 days of the preceding verification decision.

For more information your Tutor will be able to provide you with a full copy of NCFE's Appeals and Enquiries about Results Policy, or you can download it from: www.ncfe.org.uk.

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Course Structure & Professional Accreditation

- The normal number of classroom contact hours is approximately 168, which can be divided three stages; the total anticipated number of study hours, including homework, is 500 hours for level 4 and 600 for level 5.
- On commencement of your course, you will be a 'student' for a 12-month period from your start date and have access to relevant materials outlined below
- Training for the diploma is normally divided into three stages and can be attended over a period of up to 12 - 18 months, though this may vary depending upon students' circumstances and needs and whether the training is Live, Live Webcast or Online Learning.
- - **Online students will have digital access to the online CBH Diploma course for 12 months at the start date of the online CBH diploma course.**
 - **Live and webcast students will have access to CBH Diploma Course supporting materials for 12 months from the start of Stage 1**
- Upon completion of the diploma, students will be eligible to join REBHP, GHR and HS at Licentiate Hypnotherapist grade.
- Upon completion of an additional period of supervised clinical practice, in accord with the relevant Register's requirements, students may be eligible to upgrade to Accredited Hypnotherapist grade.
- These criteria are subject to change. Please check with each register for current requirements.
- The College *strongly* recommend that students do not start to work with paying clients until they have achieved the full diploma award and are accredited by a professional body, e.g., GHR, HS, REBHP, unless they are already qualified and registered to practice in a similar profession (counselling, psychotherapy etc.).

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Assessment Policy & Student Misconduct

- Students must be able to provide evidence of attending at least 80% of the designated classroom hours to be eligible for this award.
- If students miss a classroom exercise that is required for assessment, they must either make arrangements with the Awarding Centre to attend at another date, if possible, or provide alternative evidence, such as submission of a recording, at the discretion of the Academic Board of the Register.
- Students who enroll for the award must submit their portfolio within 12 months of completing the final stage of training.
- Reminders for unfinished work may be sent to your designated postal or email address by the Awarding Centre's administrator.
- *Plagiarism* in any form is *cheating* and will be treated as misconduct on the part of students.
- If your awarding centre (the College) suspects you have been involved in malpractice or misconduct (e.g., cheating) your award will not be issued during the course of the investigation. If the case is proven you may have a part of your assessment disallowed or, in serious cases, your final results may be void. For more information your Tutor will be able to provide you with a full copy of NCFE's Malpractice and Misconduct Policy, or you can download it from: www.ncfe.org.uk.

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Plagiarism

Work that you submit must be your own. Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification, contract cheating, ghost writing (paying and/or instructing someone to write an assignment for you) or any other form of academic misconduct will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/or module. Serious or repeated offences may lead to failure of the full Diploma, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

Quality Assurance Policy

- Student work is marked by a qualified Assessor in accord with NCFE requirements.
- The portfolios marked by the Assessor are subsequently checked by the Awarding Centre's Internal Verifier, who samples randomly from them to assure quality of assessment and work submitted.
- The portfolios are also checked periodically by NCFE's appointed External Verifier.
- At least one student representative is appointed from the Awarding Centre's current cohort of students in training to represent student feedback to the Register.
- Written qualitative and quantitative course feedback is collected from all students, where possible, and reviewed by the Awarding Centre administrator.

Data Protection Policy

- The Awarding Centre is registered under the Data Protection Act (Registration Number Z9662484), as are NCFE, and both are committed to maintaining the highest possible standards when handling personal information.

Introduction

We may have to collect and use information about you. This personal information must be handled and dealt with properly, however it is collected, recorded and used, and whether it be on paper, in computer records or recorded by any other means.

We regard the lawful and correct treatment of personal information as very important to our successful operation and to maintaining confidence between us and our students. We will ensure that we treat personal information lawfully and correctly. To this end we fully endorse and adhere to the principles of the General Data Protection Regulation (GDPR).

This policy applies to the processing of personal data in manual and electronic records kept by us in connection with any of our Customer Relationship Management CRM, assessment portal or community platform. Membership system as described below. It also covers our response to any data breach and other rights under the GDPR.

This policy applies to the personal data of upcoming, current and past students of the Diploma in Cognitive-Behavioural Hypnotherapy and other courses or workshops run by the UKCHH. These are referred to in this policy as relevant individuals.

Definitions

"Personal data" is information that relates to an identifiable person who can be directly or indirectly identified from that information, for example, a person's name, identification number, location, online identifier. It can also include pseudonymised data.

“Special categories of personal data” is data which relates to an individual’s health, sex life, sexual orientation, race, ethnic origin, political opinion, religion, and trade union membership. It also includes genetic and biometric data (where used for ID purposes).

“Criminal offence data” is data which relates to an individual’s criminal convictions and offences.

“Data processing” is any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

Data protection principles

Under GDPR, all personal data obtained and held by us must be processed according to a set of core principles. In accordance with these principles, we will ensure that:

- a) processing will be fair, lawful and transparent
- b) data be collected for specific, explicit, and legitimate purposes
- c) data collected will be adequate, relevant and limited to what is necessary for the purposes of processing
- d) data will be kept accurate and up to date. Data which is found to be inaccurate will be rectified or erased without delay
- e) data is not kept for longer than is necessary for its given purpose
- f) data will be processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction or damage by using appropriate technical or organisation measures
- g) we will comply with the relevant GDPR procedures for international transferring of personal data

Types of data held

We keep several categories of personal data on our students in order to carry out effective and efficient processes. We keep this data within our computer systems.

Specifically, we hold the following types of data:

- a) personal details such as name, address, phone numbers
- b) information gathered via the student registration form such as details on your education, employment and criminal convictions.
- c) medical or health information
- d) information relating to other courses purchased with us, including:
 - i) other courses
 - ii) assessments submitted

All of the above information is required for our processing activities. More information on those processing activities are included in our privacy notice, please see our website.

Student Rights

You have the following rights in relation to the personal data we hold on you:

- a) the right to be informed about the data we hold on you and what we do with it;
- b) the right of access to the data we hold on you. More information on this can be found in the section headed “Access to Data” below.
- c) the right for any inaccuracies in the data we hold on you, however they come to light, to be corrected. This is also known as ‘rectification’;
- d) the right to have data deleted in certain circumstances. This is also known as ‘erasure’;

- e) the right to restrict the processing of the data;
- f) the right to transfer the data we hold on you to another party. This is also known as 'portability';
- g) the right to object to the inclusion of any information;
- h) the right to regulate any automated decision-making and profiling of personal data.

Responsibilities

In order to protect the personal data of relevant individuals, those within our college who must process data as part of their role have been made aware of our policies on data protection.

Lawful bases of processing

We acknowledge that processing may only be carried out where a lawful basis for that processing exists and we have assigned a lawful basis against each processing activity. Where no other lawful basis applies, we may seek to rely on the student's consent in order to process data.

However, we recognise the high standard attached to its use. We understand that consent must be freely given, specific, informed and unambiguous. Where consent is to be sought, we will do so on a specific and individual basis where appropriate. Students will be given clear instructions on the desired processing activity, informed of the consequences of their consent and of their clear right to withdraw consent at any time.

Access to data

As stated above, students have a right to access the personal data that we hold on them. To exercise this right, students should make a Subject Access Request. We will comply with the request without delay, and within one month unless, in accordance with legislation, we decide that an extension is required. Those who make a request will be kept fully informed of any decision to extend the time limit.

No charge will be made for complying with a request unless the request is manifestly unfounded, excessive or repetitive, or unless a request is made for duplicate copies to be provided to parties other than the student making the request. In these circumstances, a reasonable charge will be applied.

Data disclosures

The College may be required to disclose certain data/information to any person. The circumstances leading to such disclosures include:

- a) Any student services operated by third parties
- b) Professional bodies to validate pass of students
- c) Examining body
- d) IT management system team

These kinds of disclosures will only be made when strictly necessary for the purpose.

Data security

College staff are aware of their roles and responsibilities when their role involves the processing of data. All staff are instructed to store files or written information of a confidential nature in a secure manner so that are only accessed by people who have a need and a right to access them and to ensure that screen locks are implemented on all PCs, laptops etc when unattended. No files or written information of a confidential nature are to be left where they can be read by unauthorised people.

Where data is computerised, it is held within a secure CRM system.

Staff must always use the passwords provided to access the computer system and not abuse them by passing them on to people who should not have them.

Personal data relating to students should not be kept or transported on laptops, USB sticks, or similar devices, unless prior authorisation has been received. Where personal data is recorded on any such device it should be protected by:

- a) ensuring that data is recorded on such devices only where absolutely necessary.
- b) using an encrypted system — a folder should be created to store the files that need extra protection and all files created or moved to this folder should be automatically encrypted.
- c) ensuring that laptops or USB drives are not left where they can be stolen.

Failure to follow the College's rules on data security may be dealt with via the College's disciplinary procedure. Appropriate sanctions include dismissal with or without notice dependent on the severity of the failure.

Third party processing

Where we engage third parties to process data on our behalf, we will ensure, via a data processing agreement with the third party, that the third party takes such measures in order to maintain the College's commitment to protecting data.

International data transfers

The College does not transfer personal data to any recipients outside of the EEA.

Requirement to notify breaches

All data breaches will be recorded on our Data Breach Register. Where legally required, we will report a breach to the Information Commissioner within 72 hours of discovery. In addition, where legally required, we will inform the individual whose data was subject to breach.

Training

New staff members must read and understand the policies on data protection as part of their induction.

All staff receive training covering basic information about confidentiality, data protection and the actions to take upon identifying a potential data breach.

The nominated data controller/auditors/protection officers for the College are trained appropriately in their roles under the GDPR.

All staff who need to use the computer system are trained to protect individuals' private data, to ensure data security, and to understand the consequences to them as individuals and the College of any potential lapses and breaches of the College's policies and procedures.

Records

The College keeps records of its processing activities including the purpose for the processing and retention periods in its HR Data Record. These records will be kept up to date so that they reflect current processing activities.

Health & Safety Policy

A. General Statement of Health & Safety Policy

- The Awarding Centre aims to provide and maintain, insofar as is reasonable and practicable, a safe and healthy working environment and to enlist the support of its staff and students toward achieving these ends.
- The Awarding Centre accepts that employers, employees, and other parties covered by health and safety legislation, have a collective duty to take action preventative of work-related injury, including work-related stress, insofar as this is reasonable and practicable.

B. Organization of Health & Safety Duties

- Health and safety within the organization, and risk assessment, is primarily the responsibility of the health and safety officer whose details can be found in the student handbook.
- All staff and students have a collective duty to identify and prevent risks insofar as it is reasonable and practicable for them to do so. The health and safety officer should be informed immediately of any information relating to potential or actual risks in respect of the Awarding Centre's premises or activities.

C. Arrangements for Implementation

- The health and safety officer is responsible for risk assessment of the premises and activities of the Awarding Centre in accord with standard UK health and safety legislation.
- Where appropriate, records will be maintained by the health and safety officer in accord with the relevant legislation.
- Risk assessments will be reviewed on an annual basis, or where changes to the environment render it appropriate to re-assess new or existing risk factors.

Company Insurance

The Awarding Centre carries company insurance and full cover for the activities which it undertakes.

Complaints Policy

We are committed to providing a high-quality service to all our students. There may be occasions when a student feels the need to complain about another student, or the college itself. When something goes wrong, we encourage you to tell us about it as soon as possible, enabling us to improve our services and courses. Complaints provide us with an opportunity to learn and improve for the future, as well as a chance to put things right for you.

We aim to resolve complaints in a timely manner and provide a simple process to follow. Complaints against students will be investigated by UKCHH where appropriate. It is important to note that complaints against other students are only investigated where they are directly related to an issue within your training. So, for example, conduct in a social setting, outside of college organised events, are not issues we can deal with using our complaints procedure.

Please contact us on admin@ukhypnosis.com, or in writing addressed to our registered office, with the subject line "Complaints/Feedback".

This policy sets out how all complaints will be managed.

Definitions

Complaint: A serious grievance or allegation. A complaint may be made against college policies, procedure, staff or students.

1.0 Policy Aims

The policy aims are:

- a) to provide a fair procedure which is clear and easy to use for anyone wishing to make a complaint,
- b) to publicise the existence of our complaints procedure so that people know how to contact us to make a complaint,
- c) to make sure everyone at The UK College of Hypnosis & Hypnotherapy (UKCHH) knows what to do if a complaint is received,
- d) to make sure all complaints are investigated fairly and in a timely way,
- e) to make sure that, wherever possible, complaints are resolved, and relationships are repaired,
- f) to gather information which helps us to improve what we do.

2.0 Policy Scope – what does this policy cover?

This complaints policy covers the following:

- a) the treatment and service received by participants attending face-to-face training events,
- b) the treatment and service received by participants attending any UKCHH webinar, event, session other than training events,
- c) the service received by students enrolled in an online training course,
- d) the quality of the product received by individuals purchasing any merchandise from our websites,
- e) individuals who fail to reach the required standard for certification as a Hypno-CBT therapist.

3.0 Confidentiality of Complaints or whistleblowing

- a) All complaint information will be handled sensitively, with only those who need to know being informed and any relevant data protection requirements being followed.
- b) A full account of the complaint will be recorded.

Complaints Process

a) In the first instance speak to your tutor or student support who may be able to resolve your issue quickly. If this isn't appropriate contact us by email or in writing with full details of your complaint within fourteen (14) days of the day on which the circumstances occurred that gave rise to your complaint. You may be asked to complete a brief form to ensure UKCHH has all the relevant details of the issue on file. It is important that you state what you would like to see happen to resolve your complaint.

b) We will send to you written acknowledgment of receipt of your complaint within 3 working days of receiving it, enclosing a copy of this procedure.

c) The UKCHH representative will make every effort to help you resolve the issue in an appropriate manner. They may ask you for more evidence to help them make a decision. They may, if appropriate, contact your tutor, markers or other UKCHH staff to ask for their input and evidence about your complaint. We will also need to have a conversation about your confidentiality. Normally, the UKCHH representative would contact the party the complaint is about and ask them for their version of events and to respond to the complaint. It is very difficult to do this while retaining your confidentiality. If you ask to remain anonymous, it's possible that your complaint can't progress because we can't share the evidence with the student you've complained about. It's also possible that you won't be able to remain anonymous, unless there is a significant risk to your personal safety.

d) We will then investigate your complaint within twenty-one (21) days. This will normally involve passing your complaint to our Director, who will review your matter and speak to any members of staff who liaised with you.

e) We will send you a written reply to your complaint, confirming with you the events that gave rise to your complaint and any solutions that have been agreed.

f) At this stage, if you are still not satisfied, you should contact us again and we will arrange to review the decision with our Board.

g) We will write to you again within fourteen (14) days of receiving your request for a review, confirming our final position on your complaint, and explaining our reasons for the decision taken.

h) We base our decisions on what is fair and reasonable, taking into account:

- All accounts of the situation.
- Relevant regulation.
- The law.
- What is accepted as good industry practice.
- If the complaint **remains unresolved**, we would refer to an independent third party for a decision

i) Our complaints policy **does not cover**:

- matters that have already been fully investigated through this complaint's procedure
- anonymous complaints
- complaints about access to information where procedures and remedies are set out in legislation, e.g. freedom of Information Act, Data Protection Act
- Frivolous, malicious or vexatious complaints, complaints of this nature will not be logged

Appeals

Should you wish to appeal against the outcome of a complaints procedure you must appeal in writing within 10 working days of the receipt of the outcome letter, setting out the grounds of appeal and stating whether the appeal is in respect of the whole or in respect of any specified part of any finding of the decision.

An independent person will be appointed to review the appeal. The appointed person will have no conflict of interest in the appeal, be unbiased and have the appropriate experience to be able to evaluate the issues under investigation.

The decision of the appointed person will be notified to the appellant in writing giving reasons for the decisions within 10 working days or as soon as reasonably practicable.

There is no right of appeal against the appointed persons determination of an appeal.

(a) We will send to you written acknowledgment of receipt of your complaint within 3 working days of receiving it, enclosing a copy of this procedure.

(b) We will then investigate your complaint within fourteen (14) days. This will normally involve passing your complaint to our Director, who will review your matter and speak to any members of staff who liaised with you.

(c) We will send you a detailed written reply to your complaint, confirming with you the events that gave rise to your complaint and any solutions that have been agreed.

(d) At this stage, if you are still not satisfied, you should contact us again and we will arrange to review the decision with our Board.

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(e) We will write to you again within fourteen (14) days of receiving your request for a review, confirming our final position on your complaint, and explaining our reasons for the decision taken.

We request that, during our investigation of your complaint, you do not discuss your complaint with other students attending the training, and do not make any public comments regarding your complaint or concerns. Such actions may invalidate your complaint.

Student Wellbeing

All members of the College have a responsibility to support students and other members of the community. The College has a duty of care to help support its members, which includes the responsibility to protect the health and safety of all students and staff.

Some staff have particular responsibility for watching out for students who may require support above and beyond their learning on the course, this includes supervisors, course trainers and staff in student support, amongst others. If you feel you need to speak to a member of the team about your wellbeing you can approach; your trainer during live training, your coach, the student support team.

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We will provide the opportunity to discuss how you are feeling and will provide options and solutions to support you within the boundaries and capabilities of the College. If relevant, we may encourage you to seek additional support, and help direct you to the right service.

Student Support and Wellbeing cause for concern — Safeguarding

The UK College of Hypnosis and Hypnotherapy is committed to ensuring the safety of everyone involved in its activities and aims to provide a safe environment for all students studying at the College.

Students have the right to learn and work in a positive environment that is free from harm and all forms of prejudice,

harassment, discrimination and bullying.

The College has a duty to take reasonable and necessary steps to ensure that students at risk are safe and that reasonably foreseeable harm does not occur as a result of careless acts, deliberate acts or omissions of the institution. These measures are in addition to those required under general health and safety requirements and legislation.

Student Support and Wellbeing — Confidentiality

Information is kept confidential within the relevant department or service where possible. College staff may need to speak to others on a “need to know” basis if they have serious concern about a student’s wellbeing. In most cases, the staff member will ask for advice from a line manager or colleagues, without giving a student’s name in the first instance.

To the extent permitted by and in accordance with the law, any information that you disclose to us will be treated as confidential and processed strictly in accordance with the provisions of the General Data Protection Regulation 2018 (GDPR), the Data Protection Act 2018 and the College’s Data Protection Policy.

Confidentiality is maintained within the Team. Information about the names and contact details of students is kept confidential. The Student Support Service uses a team approach in order to provide the best quality services to students, and where necessary, staff from the one department may need to liaise with another department within the Team in order to work out the best options for a student. These discussions are specific and limited. All information that is supplied to the teams and/or received by the teams relating to students is regarded as confidential and is kept securely. All staff working in the administrative office are required to sign the confidentiality agreement.

Training Agreement

- Across the CBH Diploma course, you must attend a minimum of 120 hours. This means per stage you must attend at least 40 hours of teaching time.
- If you need to miss any part of the day during the course, this should be registered and agreed with student support at least 24 hours in advance. Please direct student attendance emails to admin@ukhypnosis.com with the times you will not be able to attend and why.
- If you should miss any exercises, you must complete them by attending Online Practice Sessions. This is your responsibility to track any missed exercises and complete them at another time. Online Practice Sessions are run twice weekly. You can attend and practise with another student any of the scripts or exercises you have missed.
- Please join the zoom session on time and come back from breaks promptly. This is an intensive course and therefore no time should be wasted.
- Please keep yourself muted at all times unless speaking.
- You should have your camera turned on, otherwise this will not count towards your 120 contact hours. If you cannot turn your camera on due to technical limitations, please notify the teacher.
- Out of courtesy, please do not talk while other students are talking. If you would like to speak, please raise your hand physically or virtually on zoom and wait for the trainer to address you.
- Please use the chat function to share thoughts and ideas about the content, or to ask questions. We request that you refrain from private messaging other students on matters not relating to the course.

- Please engage in discussions during the course, the tutors want to hear from everyone and give adequate opportunity to engage and ask your questions. Equally please be aware of your contributions and make sure you're not over contributing or diverting the discussions away from the content of the course.
- It is a requirement for NCFE that you complete your feedback forms. You will receive a link to a feedback form at the end of each day and a final link asking for your feedback for the complete Stage after day 7. The teaching team review the feedback each day.

Student Code of Conduct

We ask all students attending any of the College events to agree to the conditions set out below. College events include live & virtual training, Online Practice Sessions, Watch & Discuss Sessions, Treatment Planning Sessions, Webinars and any other sessions run by the College.

- Be patient with each other, everyone is learning.
- Keep feedback constructive and helpful, focused on what your partner can learn to improve.
- Keep an eye on time so both of you have an equal opportunity to practise your exercise as the therapist.
- Recognise that many of our students have English as a second language. Please support each other to enhance understanding and give each other space and time to adapt scripts and adapt language.
- Treat everyone with respect, upholding the core condition of being non-judgemental and without bias in any form.
- Remember training events are to practise ONLY the CBH Diploma or SMRB Diploma exercises. Other exercises or approaches should not be introduced or promoted.
- Students attending the Online Practice Sessions may be gathering feedbacks for their online learning record and may wish to record the session. If you would prefer not to be recorded (audio), please let the trainer know before the breakout rooms are allocated.
- If you have any difficulties at any point during the Online Practice Session, please 'Ask for Help'. You'll see this button on your control panel which then gives you the option to 'Invite Host'; this will alert the tutor who will then join your virtual room. You can also leave your room to return to the main room and ask the trainer for assistance.
- Please make sure you have made time for the whole Practise Session. It is important that both you and your partner have an opportunity to practise being the therapist.
- Remember this is a safe place to practise and all information shared is treated as confidential.
- Please be aware that the College does not tolerate discrimination and is committed to a positive environment, free from discrimination and harassment. We believe everyone should be treated equally regardless of race, sex, religion, age, disability, gender reassignment, sexual orientation, religion, marriage or civil partnership, pregnancy or maternity or any other characteristic protected by law. If you feel that you have been discriminated against, please contact the College administration immediately.

Course Termination

The College reserves the right to terminate the registration of a student on academic grounds other than failure in an assessment; any such termination must be made in accordance with the provisions of this policy.

Academic grounds, other than failure in an assessment, for consideration of termination of registration of a student include the following: unsatisfactory academic progress, unsatisfactory attendance at prescribed lectures, seminars, classes, practical sessions or other prescribed activities as defined in course documentation, failure to complete or submit required work by due dates or to satisfactory standards.

When a decision is made to terminate a student's registration, the College will formally write to the student to inform them of the decision and will submit a request to amend the student's status.

Where a student wishes to appeal against a decision to terminate registration based on academic grounds, then they should proceed according to the College's Policies and Procedures for Appeals.

If any student displays behaviour that is threatening, discriminatory or in any deemed unacceptable the College reserves the right to suspend or terminate their course.