



**Awaken School of
Outcome Oriented
Psychotherapies Ltd**

Equal Opportunities Policy

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Awaken School is a Training and Accrediting member of the United Kingdom Council for Psychotherapy (UKCP). Founded in 1983, the School was reformed in 2006 by Lisa and Mark Wake as Awaken School bringing together their Outcome Focussed Hypnotherapy and NLP training programmes to form the current Pathway to Accreditation. Lisa Wake has a long association with UKCP, firstly as Vice Chair from 2003 to 2005 and then as Chair till 2007 and has long campaigned for high standards of training and practice.

Awaken School has the status of a Training and Accrediting member of UKCP.

Equal Opportunities Policy

We are fully committed to eliminating discrimination and actively promoting equality of opportunity for our staff and students. We believe that each individual should be assisted to fulfil their potential irrespective of background, ethnicity, age, gender or disability.

We will seek to promote and maintain an inclusive and supportive work-study environment that respects the dignity of staff and students and assists all members of the learning community to achieve their full potential.

Our policies and procedures in relation to employees, Trainers and students will treat individuals solely according to their ability to meet job or academic study requirements. We aim to promote fairness in all aspects of employment and studying – such as recruitment, training, promotion, marking, termination etc.

We will ensure that we comply with all legislation and good practice by introducing, implementing and regularly reviewing policies and procedures. We will aim to review, monitor and action plan for compliance with legislation.

We will work with other institutions of psychotherapy practice and the local community to tackle discrimination, promote diversity and disseminate good practice.

This policy applies to all colleagues who work for Awaken School on a paid or voluntary basis, all students, external examiners, consultants, all visitors or contractors who visit our premises.

We are fully committed to a policy of equal opportunities for all students in teaching and learning. The School's policy on equal opportunities operates within the constraints of:

- Legislative requirements referring, for example, to the rehabilitation of offenders;
- Professional body requirements in the case of professions regulated by statute
- The School's duty of care to the student body as a whole
- The finite resources available to the School

The School will:

- Make decisions in relation to applications for admission to the School on academic grounds. This may include a range of factors relevant to the programme in question, including academic achievement and aptitudes applicable to a subsequent career as a psychotherapist or hypnotherapist
- Assist students to pursue the programme of study to which they have been admitted
- Support students who, because of their personal circumstances, require specific advice and guidance
- Offer students wherever possible the opportunity to demonstrate achievement of the learning outcomes of their programme
- Provide procedures by which students who believe that they have been the victim of discrimination or harassment may seek redress.

The following School policy documents are also relevant:

- Accreditation Guidelines
- Code of Ethics and Conduct for Trainers and Trainees

Guidelines for Teaching, Learning and Assessment of Students with Disabilities

Note: these guidelines take into account the requirements of the QAA Code of Practice on Students with Disabilities

1. The School's admissions policy with regard to students with disabilities is that offers of places will be made on academic grounds. This may include a range of factors relevant to the programme in question, including academic achievement and aptitudes applicable to a career in psychotherapy. In such cases the School's policy on equal opportunities operates within the constraints of professional body requirements and of its duty of care to the student body as a whole.
2. Once admitted, students with disabilities must be given opportunities equivalent to those offered to their able-bodied peers to achieve the

learning outcomes of the programme for which they are registered and to demonstrate that achievement. On occasions, students with disabilities may be unable to participate equally with their able-bodied peers in some aspects of the teaching, learning or assessment of a programme. This may be known at the start of a student's career, and the offer of a place may be made having taken this into account, or the situation may become apparent during the student's time at the School. Wherever possible such issues should be considered fully before the offer of a place is made. Where this is not possible they should be considered as soon as they arise. The School cannot undertake to meet the needs of a student who was aware of a disability at the time of application but failed to declare it at that point.

3. The implications of the student's disability in relation to his/her programme of study should be discussed fully by the student, appropriate members(s) of the training team or the Course Director.
4. The discussion should seek to establish:
 - a. which aspects of the programme the student will be unable to undertake in full
 - b. whether the learning outcomes associated with these aspects of the programme can be met through other parts of the standard programme which the student will be able to undertake – for example, by choosing a particular selection of optional modules
 - c. if the learning outcomes associated with these aspects of the programme cannot be met by other means within the standard programme, either:
 - i. what alternative means could be devised to enable the student to attain the same learning outcomes as those in the aspects of the programme which he/she cannot undertake; or:
 - ii. what alternative academic work could be undertaken by the student to meet learning outcomes which are either similar to those which he/she will miss or different but equally valid academically for a graduate of the programme in question
5. The outcome of the discussion(s) should be a request to the Director of the School for a concession for the student to vary the standard programme of study. The request should state clearly:
 - a. the reason for the concession
 - b. the aspect(s) of the programme which the student will be unable to undertake and the implications this will have for the learning outcomes which he/she will achieve at the end of the programme
 - c. the proposed solution
 - d. any differences in the learning outcomes which the student will achieve compared with those for the standard programme and the

academic rationale for permitting a student to graduate notwithstanding this difference in achievement.

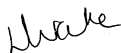
6. Requests from students with disabilities for extensions to deadlines for the submission of course-work will be considered in the light of the student's disability as well as the academic work involved.
7. Trainers are reminded that disabilities include both mental and physical health problems.
8. Trainers are reminded that the rules of confidentiality arising from the Data Protection Act apply equally to information about a student's disabilities.
9. If a student feels that he/she has not been given appropriate consideration with respect to his/her disability by his/her department in relation to any issue regarding the teaching, learning and assessment of his/her programme of study he/she should take the matter up with the School Director. The Director may discuss the matter further with the Trainer concerned on behalf of the student. This discussion should take place in the context of the School's policy on equal opportunities.

Signed



Mark Wake
Chair Awaken School

Signed



Lisa Wake
Director Awaken School