



HYPNOTHERAPY
COUNCIL OF AUSTRALIA

HCA Education Standards 2021

Version 4.5 November 13th 2021

Introduction to the new Standards

These new education standards known as **HCA Education Standards 2021** will provide a new minimum educational requirement for membership into any HCA related professional body.

Who do the new standards relate to?

As they stand attached, they relate to candidates who seek a career in Hypnotherapy, and have no previous experience in the Health Care profession. The **HCA Education Standards 2021** as it is delineated below is **NOT designed** for anyone who already has a health care background but wants to add hypnosis to their therapeutic toolkit. Candidates with experience in the health care professions **WOULD NOT** typically be expected to complete all of the requirements listed in these new standards.

By 1st January 2024, every HCA affiliated association should have adjusted their existing RPL (Recognised Prior Learning) procedures to accommodate the new standards. Effective RPL can accommodate previous experience when assessing the merits of a membership application. RPL will vary on a case by case basis, and should always take these new **HCA Education Standards 2021** as the baseline, but ultimately is in the hands of each association to create their own policies.

Implementation

As alluded to in the previous paragraph, the **HCA Education Standards 2021** are scheduled to be implemented by the profession by 1st January, 2024. This will give the profession over two years to make the adjustments to the requirements of these new standards.

How will the **HCA Education Standards 2021** affect HCA Affiliated Schools?

For many HCA affiliated schools these new requirements will mean business as usual. They are already teach at this level or above. For some it will require a self audit of what you currently offer, and a plan to bridge the gap. Many schools will find that if they were to properly assess the hours required to complete their current courses, the hours gap may not be as much as first thought. The guide on how to do that was sent in separate documents.

HCA affiliated schools have the choice to teach to this new minimum standard, or teach a component of this new standard. Should a school choose to teach only a component of this new standard, their graduates would need to continue their training with another provider. The establishment of the **HCA Education Standards 2021** will not preclude schools from teaching a range of subjects and short courses designed for the purpose of ongoing professional development.

The RPL process can also be offered to current trainers and assessors. HCA affiliated associations can choose to RPL existing trainers who have a longstanding track record of effective delivery prior to the 1st January 2024. This could mean that further education may not be required for those trainers. They in turn can supervise experienced assessors under their RPL credentials. Any new trainers or assessors who join the field after 1st January 2024 should have all of the requirements outlined in the **HCA Education Standards 2021** below.

Just like they do today, schools will be required to **self audit** annually by confirming in writing that they still meet their agreed standards of course delivery. Periodically, schools will be required to show they still deliver the course they have registered with HCA to the required standard. The auditing process will be designed to encourage, assist and support the schools meeting the agreed standards.

The cost of any audit will be born by HCA. The schools will be entitled to claim they are independently audited. This can be a point of distinction and credibility that non HCA providers will not have.

HCA approved schools will be permitted to display on their website and other promotional material that they are an HCA Approved Education Provider. Each school will receive a specific registration number, and a seal they can use on all certificates.

N.B. HCA is currently undertaking a rebranding process with a focus on adding credibility and professionalism to its members.

How will the *HCA Education Standards 2021* affect HCA Affiliated Associations?

HCA affiliated associations will need to update their membership criteria, RPL procedures, and approved schools listing before the 1st January 2024 deadline. All existing members who have completed their training before 1st January 2024 will be grandfathered into the new standard.

Section A: Minimum Standard requirements

1. AQF 5 Standards	The minimum standard of training needs to be consistent with AQF level 5 which qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undergo advanced skilled or paraprofessional work and as a pathway for further learning. AQF 5 Standards: Summary: Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning Knowledge: Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning Skills: Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others Application of Knowledge and Skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters
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2. Learning Outcome Descriptors for AQF 5	Purpose: The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning Knowledge: Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning Skills: Graduates of a Diploma will have: • cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources • cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements • specialist technical and creative skills to express ideas and perspectives • communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge Application of knowledge and skills: Graduates of a Diploma will demonstrate the application of knowledge and skills: • with depth in some areas of specialisation, in known or changing contexts • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters
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2. Volume of learning	The volume of learning of a Diploma is typically 1 year Nominal (supervised) hours + Unsupervised hours = Volume of learning Supervised: 800 hours Unsupervised: 200 hours* Volume of learning: 1000 hours *Note: A typical diploma is one year in duration
2. Vocational or educational outcomes	
2.1 Purpose of Any approved course	Any approved course is intended to provide participants with a range of knowledge, and skills to perform the following functions associated with clinical hypnosis psychotherapy and counselling. Any approved course will train participants in therapy for a range of issues which can include: • anxiety disorders, • phobias, • substance abuse (alcohol, smoking/tobacco and other drugs) • weight issues, • undesirable behaviours and habits, • pain management, • psychological issues, • sexual issues, • physical dysfunction, • insomnia/sleep disorders, • self-esteem issues • grief • fostering beneficial relationships. Any approved course should also serve as an adjunct form of therapy used with other forms of psychological or counselling treatments.

Vocational outcomes:

Hypnosis, psychotherapy and counselling treatments can be used in addition to services offered by existing:

- Counsellors
- Psychologists
- Health care specialists

The function/duty/specialist skills include:

- Skills in developing counselling relationships
- Legal and ethical responsibilities
- Hypnosis techniques
- A range of psychotherapy techniques

3. Course outcomes

3.1

Qualification level

The intended course outcomes are considered consistent with AQF level 5 that qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undergo advanced skilled or paraprofessional work and as a pathway for further learning.

Knowledge outcomes also need to be consistent with the AQF level with graduates gaining technical and theoretical knowledge in a specific area of work and learning.

The cognitive outcomes of any approved course need to be consistent with AQF V. Graduates of any approved course will have:

- Cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources e.g. identifying underlying principles and practices of a range of therapeutic approaches in order to work effectively with clients.
- Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements e.g. identifying underlying issues and strategies to deal with such.
- Specialist technical and creative skills to express ideas and perspectives such as identifying client strengths to promote self-sufficiency and independence.
- Communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge e.g. identifying tasks to assist the client to resolve issues.
- Decision making skills to make and commit to decisions

Graduates will demonstrate the application of knowledge and skills as follows:

- With depth in some areas of specialisation in known or changing contexts e.g. hypnosis for a range of common presenting issues.
- To transfer and apply theoretical concepts and/or technical and/or

	creative skills in a range of situations e.g. application of modern psychotherapy in a clinical hypnosis setting. • With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality e.g. preparing for and conducting a session with a client. • With initiative and judgment to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters e.g. working with others in a practice setting. The above skills and knowledge are consistent with the AQF Qualification Type Descriptor for a diploma level course. Notional Duration/Volume of Learning: Any approved course must have a notional duration of 12 months as defined by AQF below AQF states: A volume of learning is included as an integral part of the descriptor for each qualification type. The volume of learning is a dimension of the complexity of the qualification type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.
3.2 Foundation skills	Foundation skills applicable to the outcomes of any approved course are to be made explicit in the units of competency.
3.3 Recognition given to any approved course	Completion of any approved course will enable the graduate to apply for membership of any of the HCA affiliated associations.
3.4 Licensing/regulatory requirements	Not applicable
4. Course rules	
4.1 Course creation	Creators of any approved course should have a minimum of 10 years' experience in the field of hypnotherapy. They are also required to have a qualification at Diploma level or higher that includes the knowledge and skills in clinical hypnosis and/or psychotherapy techniques in clinical hypnosis. This level of experience is required to ensure broad experience using hypnosis and hypnotherapy techniques across a range of clients and issues in order to be able to deliver the specific requirements of the enterprise units. Creators, trainers and assessors should hold at least a current Certificate IV in Training and Assessment or other approved adult education tertiary qualifications.

4.2 Course structure

Volume of Learning:

Any approved course has a notional duration of 12 months as defined by AQF.

Volume of learning is calculated as follows:

Nominal (supervised) hours + Unsupervised hours = Volume of learning

The nominal (supervised) hours (learning and assessment activities that are delivered face to face, online and/or via structured distance education) range:

800 hours

This includes 84 hours (12 days) of interactive training. e.g. Face to face classroom, LIVE Broadcast where questions can be asked in real time and students can be observed demonstrating skills.

The unsupervised hours represent activities that contribute to achieving any approved course outcomes that are not supervised by a trainer or assessor.

These are detailed in 2. below

The unsupervised activities (workplace practice, private study and assignment work) that the learner will need to engage in to complete Any approved course includes:

- Undertake clinical work experience to apply the skills and knowledge, including observing and interacting with experienced hypnotherapists and counselors.
- Organising, conducting and reporting on practice sessions
- Completing online tutorials, tests and assignments
- Complete personal study of module materials, including text, audio and video
- Conduct research in preparation for workplace experience and assignments
- Undertaking personal study, additional reading and research

Students have different background experience and different learning styles. Many candidates with a background in clinical work, such as psychology or health, will complete the unsupervised work much faster than those who come from different backgrounds. On average, taking into account experienced candidates, the time required to complete these activities will be:

200 hours*

Total hours range:1000

4.3 Entry requirements

Essential entry requirements

It is expected that students who have completed an Australian High School Certificate or higher or have been engaged in the workforce for a minimum of five years.

The applicant's language, literacy and numeracy skills need to be adequate to undertake a diploma level qualification. As a guide the literacy and numeracy competencies should be equivalent to National Reporting System (NRS) Level 4 (From the Australian Core Skills Framework); requiring that students are generally able to independently participate in training and work programs but may need assistance with specialised texts or reports

Recommended entry requirements

A successful applicant would

- Be willing to attend a face-to-face or Zoom or other etc. type interview and be able to articulate clearly their experience and reasons for wishing to undertake Any approved course
- Have a background in a field such as counselling, sociology, psychology, behavioural sciences, mental health or similar or
- Have a qualification in one of these fields or
- Be considered a mature age applicant (minimum 23 years old) or
- Have a minimum of 5 years' work experience in the workplace or
- Have been responsible for the care and support of a range of clients who would benefit from clinical hypnosis and modern psychotherapy services.

Applicants are expected to have:

- A computer and internet facilities and adequate computer literacy skills, and access to the internet
- Access to clients for practice sessions (this may include family or friends)

Limitations to entry

Applicants who do not meet the essential requirements above will not be able to enrol. Any approved course requires that candidates will be able to understand clinical concepts in hypnosis, psychotherapy and in counselling.

Applicants may also be restricted from entry if, in interview, demonstrate a lack of workplace experience in working with others or an inability to articulate and communicate clearly with others which are essential skills in becoming a successful hypnotherapist, psychotherapist or when offering counselling services.

5. Assessment

5.1 Assessment strategy

Assessment is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected of the workplace as expressed in the units of competency included in any approved course.

Assessment leading to the award of any approved course must meet the principles of assessment and the rules of evidence.

A range of assessment methods may be used to determine competency according to client group and to allow flexibility:

- Direct observation of the candidate preparing for and delivering a session which may be presented via video recording in:
 - clinical hypnosis
 - using modern psychotherapy techniques in a clinical hypnosis session
 - using counselling techniques
- Portfolios of evidence
- Assignments including written reports
- Projects presented in written, oral and/or video format
- Written or oral questions to assess knowledge and understanding
- Analysis of responses to case studies and scenarios
- Recognition of Prior Learning (including credit transfer as in completed counselling units).

Any approved course will ensure that reasonable adjustment practices in assessment are identified and applied as required.

Assessment tools and processes will be monitored to ensure they are in accordance with the Standards. Systematic validation of assessments tools and student outcomes will be conducted in accordance with the Standard's guidelines and will assist in driving continuous improvement.

Assessment of the training package unit/s imported into Any approved course must be consistent with the assessment guidelines in the parent training package.

5.2 Assessor competencies	All assessment must be undertaken by assessors who hold at least a current Assessor Skillset from the Certificate IV in Training and Assessment, or other approved adult education tertiary qualifications. e.g. Diploma of Education. Alternatively, they should at least be enrolled in a TAE Qualification with the intent of completing at least the Assessor Skillset. Any Assessors must have a minimum of 2 years' experience in mental health to assess enterprise units that require a greater depth of experience and knowledge. Assessors with less than 2 years of experience would need to work under the supervision of a fully accredited assessor. They are also required to have a recognised Diploma level or higher that includes the knowledge and skills in clinical hypnosis and/or psychotherapy techniques in clinical hypnosis, and at AQF level 5 as a minimum. This level of experience is required to ensure broad experience using hypnosis and hypnotherapy techniques across a range of clients and issues in order to be able to assess candidates' competence.
6. Delivery	
6.1 Delivery modes	Essential delivery modes Any approved course will use a range of delivery modes applicable to their client groups and that allow for flexibility. Suitable delivery modes include, face-to-face, online, distance learning. These include: • Practical tasks • Group work • Activities in simulated classroom environments • Trainer-lead classes • Facilitated discussions • Online learning • Workplace simulation in own or home studio Interactive hours (face to face trainer lead or Live Broadcast) must total a minimum of 84 hours

6.2 Resources

All delivery must be undertaken by trainers who have at least a current Certificate IV in Training and Assessment or a Diploma of Education, and:

- Trainers must have a minimum of 5 years' experience in the field of hypnotherapy.
- A qualification recognised at Diploma level or higher that includes the knowledge and skills in clinical hypnosis and/or psychotherapy techniques in clinical hypnosis, and at AQF level 5 as a minimum.

7. Ongoing monitoring and evaluation

7.1 Ongoing monitoring and evaluation

Processes for ongoing monitoring and evaluation will include:

- Identifying and regularly consulting experts from within the profession to obtain ongoing feedback on the relevance and currency of accredited course. Consultation will occur at least annually through face-to-face interviews, telephone interviews or via email. A consultation and validation form will be completed outlining the issues that were discussed and any feedback provided.
- Students will be consulted at the mid-point and end of any approved course using internal surveys and quality indicator surveys. Surveys will be analysed and discussed by the Head Trainer, as well as trainers and assessors during meetings. Any actions identified as continuous improvement actions will be noted and acted upon.
- Trainers and assessors will be consulted on a regular basis during regular staff meetings. During these meetings, trainers and assessors will provide feedback on the currency and relevance of the accredited course based on the feedback received from students.

The Head Trainer, owner and director has overall responsibility of the ongoing monitoring and evaluation of any approved course.

Specific attention will be the currency of the enterprise units and the mix of counselling units.

NOTE: The Hypnotherapy Council of Australia, through its assessment and audit process, will conduct periodic audits of all member training organisations in order to maintain standards, provide improvement and ensure the quality of the content, delivery and assessment satisfies the Standards.

These audits will be conducted by representatives of HCA affiliated the associations, and the cost of these audits will be born by HCA.

Accrediting or recognising Diplomas	When accrediting Diploma qualifications, the council must ensure that: • Graduates of a Diploma qualification will achieve learning outcomes at AQF level 5. • All the learning outcomes (knowledge, skills and the application of knowledge and skills) of the Diploma qualification type are evident in each qualification accredited as this type. Some may have more emphasis than others in different Diploma qualifications depending on their purpose. • Generic learning outcomes are explicitly identified in the qualification and align with the level of the qualification type, the purpose of the qualification and the discipline. Generic learning outcomes fall into four broad categories: fundamental skills; people skills; thinking skills; and personal skills. In the vocational education and training sector they are expressed as foundation skills. In the higher education sector, they are generally known as graduate attributes and are defined by each higher education provider. • The relationship between the learning outcomes in the AQF AQF level 5, the qualification type descriptor, and the discipline is clear. • The design of the components of the qualification will provide coherent learning outcomes for the level and qualification type and will enable graduates to demonstrate them. • The volume of learning is sufficient for graduates to achieve the learning outcomes for a qualification of this level and type. Once a qualification is accredited it can be placed on a HCA Register in a form consistent with the profession standard accredited course registration policies.
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Section C—Units of competency

8. Core	Minimum Competencies Required
	Work within a clinical hypnosis framework
	Prepare for hypnosis session
	Deliver hypnosis session
	Monitor and evaluate hypnosis session
	Establish a hypnotherapy practice
	Legal and ethical practice
	Counselling or Psychotherapy

UNIT TITLE	Work within a clinical hypnosis framework
APPLICATION	This unit applies to individuals who are working independently or as part of small practice providing clinical hypnosis services to a range of clients. Their work will require them to interpret and apply clinical hypnosis principles and practices, as well as understand personal boundaries and develop their own skills and knowledge in the area.
PRE-REQUISITE UNIT <i>OPTIONAL FIELD</i>	Nil
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish philosophy and principles underpinning clinical hypnosis	1. Research the historical origins and development of clinical hypnosis. 2. Evaluate models of clinical hypnosis through a range of client issues.
2. Investigate and compare approaches to clinical hypnosis into practice	1. Investigate detailed aspects of approaches to suit differing presenting clients and issues. 2. Investigate own personal boundaries and their impact on the clinical hypnosis process.
3. Expand own skills and knowledge in clinical hypnosis	1. Pro-actively identify and respond to opportunities to expand own knowledge of clinical hypnosis. 2. Pro-actively engage in research, analyse and synthesise a variety of information to substantiate own views.

UNIT TITLE	Prepare for clinical hypnosis session
APPLICATION	This requires the application of a fundamental understanding of clinical hypnosis philosophies and practices in order to identify a range of client needs and determine an agreed treatment plan that meets those needs.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify client needs	1.1 Establish client's purpose for consultation, and explore and clarify client needs, objectives and expectations. 1.2 Provide clear information about scope and limits of services to be provided. 1.3 Seek client information respectfully and sensitively using questioning techniques. 1.4 Take accurate and well-organised notes as required.
2. Determine treatment plan	1. Explain to the client their role in co-operating and participating in the therapy and with accordance to the treatment plan. 2. Respond to client questions about the treatment plan using language the client understands. 3. Select methodologies that meet the client's needs and are consistent with the overall planned intervention.
3. Confirm treatment plan	3.1 Discuss treatment options with the client and agree on and confirm a recommended course of action. 3.2 Discuss referral and collaborative options with the client as part of the treatment plan.
4. Document the treatment plan	1. Finalise treatment plan in consultation with the client. 4.2 Follow confidentiality procedures to ensure that information is shared only by those who need access to the information.

5. Identify and respond to legal & ethical requirements	1. Identify, access and interpret sources of information about the legal and ethical requirements that apply to the work role 2. Identify the scope and nature of own legal rights and responsibilities, and ethical requirements 3. Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 4. Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 5. Use effective problem solving techniques when exposed to competing value systems 6. Recognise potential and actual conflicts of interest and take appropriate action 7. Pro-actively share feedback with colleagues and supervisors
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UNIT TITLE	Provide clinical hypnosis session
APPLICATION	This unit of competency describes the performance outcomes, skills and knowledge required to provide a clinical hypnosis session to a client.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare client for session	1.1 Explain techniques that will be used in the session. 1.2 Follow established protocols to physically prepare the client for treatment. 1.3 Confirm client consent for treatment.
2. Facilitate an induction	2.1 Conduct induction to facilitate a client entering into an open or closed-eye trance. 2.2 Use tone, pace and pitch of voice to facilitate the trance. 2.3 Observe client for physical indicators of trance and the extent of the depth of the trance. 2.4 Deepen the trance experience using deepening techniques as required. 2.5 Provide positive reinforcement at all times to the client during the session. 6. Take notes as required throughout the session.
3. Apply therapeutic intervention	1. Apply a range of hypnotic devices to support client outcomes.
4. Reorient client and reinforce the therapeutic intervention	4.1 Provide clear directions to the client to return to present time. 4.2 Use post hypnotic suggestions to reinforce longer term outcomes. 4.3 Use a range of strategies to support and reassure the client. 4.4 Record findings as required at the conclusion of the session.

UNIT TITLE	Monitor and evaluate clinical hypnosis interventions
APPLICATION	This unit of competency describes the performance outcomes, skills and knowledge required to monitor and evaluate clinical hypnosis interventions both from an individual client and whole of practice perspective.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish treatment outcomes	1.1 Establish the outcomes of therapeutic intervention treatments based on previous clinical hypnosis and practice evidence. 1.2 Adjust documented treatment evaluation criteria in response to treatment outcomes.
2. Monitor client progress	2.1 Build and maintain a relationship of trust with the client with active promotions of, and strict adherence to confidentiality. 2.2 Assess client progress in accordance with the clinical hypnosis framework using the information gathering techniques. 3. Document findings within the treatment plan.
3. Evaluate effectiveness of treatments	3.1 Evaluate improvements or changes in the client and compare with expectations in the treatment plan. 3.2 Evaluate ways in which treatments may be adjusted for individual clients and across client populations. 3. Document evaluation processes and outcomes.
4. Review treatment	4.1 Review client treatment plans as required based on outcomes of evaluation. 4.2 Implement changes to treatment plan as required and in consultation with client.

UNIT TITLE	Develop clinical hypnosis practice
APPLICATION	This unit of competency describes the performance outcomes, skills and knowledge required to develop a sustainable clinical hypnosis practice
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Represent clinical hypnosis	1.1 Distil key messages that represent the philosophy and practice of clinical hypnosis.
2. Determine requirements for sustainable clinical hypnosis practice	2.1 Research and analyse key issues that affect the development and sustainability of professional practice. 2.2 Collate and document information to support professional practice.
3. Develop approach to own practice	3.1 Reflect on professional goals and aspirations. 3.2 Identify and assess professional development opportunities. 3.3 Develop practical strategies that address own practice goals.

UNIT TITLE	Operate effectively within legal and ethical guidelines
APPLICATION	This unit of competency describes the performance outcomes, skills and knowledge required to develop a legal and ethical clinical hypnosis practice
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Represent clinical hypnosis	1.1 Distil key messages that represent the philosophy and practice of clinical hypnosis.
2. Determine requirements for sustainable clinical hypnosis practice	2.1 Research and analyse key issues that affect the development and sustainability of professional practice. 2.2 Collate and document information to support professional practice.
3. Develop approach to own practice	3.1 Reflect on professional goals and aspirations. 3.2 Identify and assess professional development opportunities. 3.3 Develop practical strategies that address own practice goals.