Training Standards for Online Course Delivery: April 2021

This is an addition to the Training Standards for Hypnotherapy Trainers. For safeguarding reasons, these additions are to be implemented where face to face to training isn't possible or practical, due to Covid-19 restrictions or similar. Trainers should strive to ensure that the quality and duration of training online is at least to the same standard as face-to-face training.

A. Preparing students' expectations prior to course delivery:

1. Each student should be interviewed to establish individual learning preferences, strengths, vulnerabilities, commitment and ability level. In addition, their readiness to use the chosen secure technical platform for online learning should be established.

2. Each Trainer should produce a Course Student Handbook containing all the typical requirements:
   - Course Syllabus
   - Learning Contract
   - Policies of online confidentiality, student responsibility and commitment to attend and work on the course
   - A statement outlining Tutor support and responsibilities for creating and maintaining a safe learning environment for all students.
   - An Equal Opportunities and Diversity Policy.
   - An Assessment Policy that outlines the process and deadlines by which written work is submitted, assessed and the timescales for returning submitted work with written feedback that enables the student to clearly understand the strengths shown and specific areas for improvement. It should also include the Organisation's policy on plagiarism, inappropriate sharing of work and academic misconduct.
   - Recommended Reading List.

3. Issues of Confidentiality / Safeguarding
   When working either online or in a face to face training environment, the need for confidentiality remains imperative. This includes breaks during training.
   In addition, online students should be aware that they should participate in a quiet, confidential space. If the Zoom link is lost, an immediate alternative should be utilised, agreed in advance.

4. Update to the Hypnotherapy Core Curriculum (2017)
   Current Diploma Courses need to train students to have the hypnotherapy skills and knowledge as well as the technology skills of working with clients online, for example, seeing clients via Zoom.

   This can include any technology that is available, provided both client and practitioner are comfortable with the chosen options. Alternatives need to be in place for the possibility of technical failures etc.

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B. Direct online teaching via live and/or recorded demonstrations -

Direct online teaching needs to reflect the same considerations for skill development as would be the case when training students face-to-face. It is recommended that the following standards be adopted:

1. The teaching of hypnotic skill sets enable the student to work ethically and competently be achieved through the usual learning processes.

    For each topic, trainers should provide an initial explanation, demonstration, opportunities to practise (including whilst observed and assessed) and then given tutor feedback. This especially applies to the learning of a variety of induction and rapport building techniques, convincers, deepeners, utilisation techniques, use of hypnotic language (yes sets, truisms etc.,) confusion techniques, the setting up of ideo-motor techniques and trance terminations. Following this, the structure of a full Consultation should be outlined, explained and discussed, including demonstrating a full (eg: a 60 minute) Consultation.

2. To ensure proper Safeguarding in Breakout Rooms, it is recommended that at least three students work in a breakout room on any given exercise. Students will rotate between the roles of Client, Practitioner and Observer. Feedback will subsequently be shared in the main training room.

    In the event of a Safeguarding issue, students in breakout rooms will stop the exercise and raise their virtual hand to the Trainer or Assistant who must remain vigilant, respond and assist.

3. The number of students learning online may exceed the numbers on a face-to-face course. It is recommended that trainers have an Assistant(s) to be on hand for times when one trainer cannot observe the total cohort in any given learning exercise. Assistant(s) can respond readily to a student who has a question and/or a concern, involving the Trainer where necessary. This adds to the reassurance of the student, the learning experience and the success of the course.

4. The number of hours of direct online teaching and structured guided learning hours needs to match the existing minimum standards, e.g. 120 hours tutor led learning / with a further 330 hours for structured guided learning.