
FOR DAILY LIVING

INSTINCT FIELD TRAINING ACADEMY

THE COMPLETE PUBLIC CAREER GUIDE

YOUR FUTURE IN HYPNOTHERAPY

Learn. Develop. Build. Expand.

A modern guide to professional training, client services, business set-up, digital products and further learning through the Eight Pillars.

100-PAGE PUBLIC EDITION

For career changers, existing coaches, aspiring practitioners and international learners. Includes planning tools, sample service offers, professional boundaries and realistic business decisions.

PAUL REGAN • IFTA • OCTOBER 2026

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THE INVITATION

Explore the profession. Plan the practice.

A practical introduction rather than a promise of qualification or earnings.

There are many reasons to explore hypnotherapy. You may want a new career, more control over how you work, a discipline to complement an existing coaching business, or simply a deeper understanding of how guided attention is used. This book is designed to help you make a better-informed decision - including the decision not to pursue professional practice just yet.

WHY THIS EDITION IS DIFFERENT

It reconciles the public career guide with IFTA's three substantial hypnotherapy manuals, the written 215-hour learning plan and the wider For Daily Living ecosystem. It explores not only a course but the work, the costs, the services and what further study could open up.

This free handbook deliberately avoids teaching the proprietary methods, detailed clinical or practitioner protocols, scripts and examination materials that belong in enrolled programmes. The public deserves a clear view of what training is for, how it may support a business and where professional limits remain.

Not every reader will become a practitioner. Some will use the guide to compare learning routes. Others will pursue appropriate certification, use a gradual part-time transition, or branch into leadership, breathwork, meditation, coaching or performance development. All of those paths deserve truthful information.

THE PROFESSIONAL STANDARD

A training provider certificate is not automatically a statutory licence, external accreditation, professional-register membership, insurer acceptance or proof of competence for high-risk clinical work.

HOW TO USE THIS BOOK

Read it as a decision guide

Ninety practical chapter pages plus an introduction and reference tools.

01 UNDERSTAND

Read the first three chapters to explore the work, the meaning of hypnosis and the boundaries of a professional service.

02 COMPARE

Use the IFTA pathway chapters to separate what is published, what is planned, what is assessed and what is included in a particular purchase.

03 DESIGN

Work through examples for service menus, client packages, products, pricing, delivery formats and marketing.

04 EXPAND

Consider the Eight Pillars, NEP and further learning as future options rather than instant permissions.

05 ACT

Complete the chapter worksheets, the launch checklist and the first-year decision calendar before spending heavily.

FIVE-PAGE RHYTHM

Each of the eighteen chapters offers an editorial overview, a practical route map, example services or resources, a fictional decision case and a writable planning page.

NAVIGATION

Contents / Part I

Each chapter contains five dedicated pages and its own planning canvas.

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NAVIGATION

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CHAPTER 01 / 01 - PERSPECTIVE

A realistic new career

Purpose, transition and earning a place in the profession

THE PRINCIPLE

“Build the practitioner first; build the practice at the same time, but do not confuse the two.”

Hypnotherapy can be an appealing second career because it combines human conversation, practical teaching and independent work. It is also easy to romanticise. A practitioner must study, practise, screen enquiries, explain informed consent, administer a small business and accept that some clients are not suitable. The question is not simply whether you enjoy helping people. It is whether you want to build a responsible service that you can deliver repeatedly, safely and to a clear standard.

You do not need to abandon your existing work to explore the field. Many prospective students bring transferable strengths from sales, management, education, customer service, healthcare-adjacent roles, parenting or running a business. These are useful foundations, not automatic clinical skills. A measured transition protects household finances and gives you time to test both your interest and the demand for the services you are competent to offer.

IMPORTANT DISTINCTION

A course completion date is not a reliable business launch date. Insurability, suitable practical competence, a working administration system and your local rules matter more than a promotional deadline.

CHAPTER 01 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

MAP YOUR STARTING POSITION

Record your current income commitments, available study hours, strengths and the activities you most enjoy. Be specific about whether you want a side practice, career change or additional coaching discipline.

02

CHOOSE A FIRST AUDIENCE

Test one realistic group, such as working adults seeking confidence or better preparation for presentations. Defining an audience helps you learn what matters to them; it does not give permission to treat every problem they bring.

03

BUDGET THE TRANSITION

Plan for tuition, reference books, insurance, digital administration, a suitable workspace, professional consultation and a reserve for periods without bookings.

04

SET READINESS GATES

Before charging clients, check completed learning, suitable assessed practical capability, insurer acceptance, consent processes, referral boundaries and a credible way to explain your offer.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 01 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Learning-first pathway

Start as a personal-development student; explore the foundation book and online training before deciding whether professional practice is for you.

2

Part-time practitioner route

Protect existing employment while gradually adding a limited appointment diary only when training, competence, insurance and local rules permit.

3

Existing coach extension

Integrate appropriate hypnosis-related services into an established business after checking the new modality and delivery formats are covered by insurance.

4

Organisation-facing route

Apply transferable business skills to design non-clinical workplace workshops, confidence education and supported performance preparation.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 01 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A manager with a demanding full-time role is interested in hypnotherapy after attending an introductory workshop. Instead of buying expensive premises, they choose a study schedule of three evenings a week. They compare the course syllabus with their chosen insurer's requirements, begin a learning journal and ask several people what they would actually want from a personal-development service. Six months later they have better practical understanding but decide not to advertise medical outcomes. Their first draft offer is a narrowly scoped online confidence-preparation session. The decision to start small preserves the option of further study without putting their main income at risk.

THREE QUESTIONS TO TEST THE DECISION

01 Which existing skill translates into client communication, and which genuinely requires training?

02 What would make you confident enough to reduce paid employment hours?

03 What personal and professional circumstances would make this the wrong time to launch?

PRACTICAL NEXT MOVE

Write a one-page transition decision, including a financial floor, the first qualification you will compare and three objective checkpoints before accepting paid clients.

CHAPTER 01 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What career outcome do I want in twelve months?

02 What regular learning time can I protect?

03 Which life commitments cannot be put at risk?

04 Which client audience do I understand best?

05 What are my three non-negotiable professional standards?

06 What evidence will show that I am ready to launch?

YOUR NEXT ACTION

Write a one-page transition decision, including a financial floor, the first qualification you will compare and three objective checkpoints before accepting paid clients.

CHAPTER 02 / 01 - PERSPECTIVE

What hypnosis means today

A clear public explanation without mythology or miracle claims

THE PRINCIPLE

“Explain the experience in plain language before you attempt to sell the experience.”

Hypnosis is generally discussed in terms of focused attention, absorption and responsiveness to suggestion. People may experience it differently. A well-framed professional service begins with a realistic explanation: the client is not surrendering control, and an experience does not guarantee a particular result. An ethical practitioner explains the proposed approach and gives the client a genuine choice about participation.

For someone investigating the profession, the practical distinction is between learning a guided process and developing the judgement to decide if, when and how to use it. Reading a script does not establish suitability, safeguard a vulnerable client or replace a referral decision. Hypnosis may be one element of a wider plan; claims about health conditions require appropriate evidence, competence and care.

IMPORTANT DISTINCTION

Do not market hypnosis as mind control, a certain cure, a way to recover objectively accurate memories, or a substitute for properly indicated medical or psychological treatment.

CHAPTER 02 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

DESCRIBE THE SERVICE ACCURATELY

Use a short, non-dramatic explanation of focused attention and guided suggestion. State that experiences vary, clients retain choice and agreed boundaries remain in place.

02

SEPARATE SCIENCE FROM YOUR MODEL

Distinguish broad research on hypnosis from provider-specific frameworks and experiential ideas. A named method is not automatically a validated clinical treatment.

03

DISCUSS CONSENT AND AGENCY

Allow time for questions about what may happen, what happens if the client becomes uncomfortable, and how a session can be paused or stopped.

04

REVIEW THE OUTCOME RESPONSIBLY

Talk about the client's own experience and any agreed practical next step; avoid interpreting imagery or symbolic content as a fact about the world.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 02 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Introduction to hypnosis

A public education talk or short video explaining ordinary myths, choices, safety, suitability and the differences between personal development and therapy.

2

Self-hypnosis education

Where competent, teach an appropriately scoped self-practice programme with clear limitations and suitable participant information.

3

Goal-focused appointments

Offer a defined discussion and guided session for suitable confidence or focus goals, without promising a change in a single visit.

4

Experience-led group workshops

Run carefully framed education sessions introducing relaxation and attention skills, with opt-out arrangements and no intrusive group disclosure.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 02 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A prospective client has watched stage hypnosis online and asks whether a practitioner can make them forget a difficult event. A responsible response corrects the misunderstanding and explains that memories and subjective experiences are not guaranteed to change or become more accurate. The practitioner asks what the client hopes to achieve, avoids claiming to remove distressing memories and considers whether specialist healthcare input is needed. The public description of the service now becomes a trust-building conversation rather than a promise.

THREE QUESTIONS TO TEST THE DECISION

01 What will a first-time client reasonably think your language promises?

02 Which statements require evidence you do not have?

03 When is another professional better placed to help?

PRACTICAL NEXT MOVE

Draft a two-paragraph public explanation of hypnosis that a cautious client could read without feeling pressured to book.

CHAPTER 02 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 How would I explain hypnosis in forty seconds?

02 What myths will I address on my website?

03 How will I describe client choice and stopping?

04 What will I say about varied results?

05 Where will I draw the line around memory claims?

06 Which sources of evidence will I check annually?

YOUR NEXT ACTION

Draft a two-paragraph public explanation of hypnosis that a cautious client could read without feeling pressured to book.

CHAPTER 03 / 01 - PERSPECTIVE

The working practitioner

Listening, structure, boundaries and the invisible work

THE PRINCIPLE

“The work between sessions is part of the professional service clients are paying for.”

The visible part of hypnotherapy is often a guided appointment. The professional work begins much earlier and ends later. Enquiries must be screened, arrangements explained, suitability considered, sessions prepared and records secured. An independent practitioner also manages accounts, invoices, technology, insurance, marketing and continuing learning. The quality of the experience depends on the system behind it.

Effective practitioners are not expected to be psychologists, doctors or counsellors by virtue of a hypnosis course. They are expected to understand what their training enables them to do and what it does not. The skill of saying “this is outside my scope” protects clients and protects a sustainable business. Good boundaries reduce uncertainty and increase credibility with colleagues and referral partners.

IMPORTANT DISTINCTION

A client asking for help does not always mean an appointment is suitable. Explore safeguarding risks and potential medical concerns with appropriate professional procedures before proceeding.

CHAPTER 03 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

BEFORE THE BOOKING

Give a clear offer description, an opportunity to ask questions, price and cancellation information, a privacy notice and a realistic explanation of suitability checks.

02

BEFORE THE APPOINTMENT

Review relevant intake information securely and prepare a plan with clear objectives, session limits, accessibility considerations and an agreed way to stop.

03

AFTER THE APPOINTMENT

Leave time for orientation, discussion, concise notes, follow-up arrangements and a clear account of what was and was not provided.

04

BEYOND CLIENT CONTACT

Track professional development, referrals, website claims, renewal dates, financial records, technology and arrangements for service interruption.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 03 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Individual online appointments

A convenient model with lower premises costs, provided technical privacy, consent and contingency arrangements are suitable.

2

In-person practice

A dedicated room may suit some clients, but it brings travel, rent, access, safety and insurance implications.

3

Home visits

A higher-service option in a defined geographic area only where lone-working and travel risks are assessed and insured.

4

Education programmes

Small-group learning can build a practice beyond appointments, but group consent, accessibility and boundaries need separate planning.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 03 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A practitioner schedules four one-hour appointments on the same afternoon. Two clients ask detailed questions before attending, a third arrives late and the fourth needs extra support understanding the service. What looked like four hours of work now includes communications, document checks, breaks, note-taking, payment reconciliation and an unexpected technology problem. In a revised diary the practitioner adds protected preparation and documentation periods. Fewer nominal appointment slots create a more dependable standard of care.

THREE QUESTIONS TO TEST THE DECISION

01 How many minutes of administration does one appointment actually create?

02 What information should be collected and what is unnecessary?

03 How will you handle a late arrival without rushing safety procedures?

PRACTICAL NEXT MOVE

Draw the entire client journey on one page, identifying every decision point and the person responsible for it.

CHAPTER 03 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What happens between enquiry and booked session?

02 Which parts of my diary are unpaid work?

03 How will I explain suitability decisions?

04 Where will client notes be stored?

05 What is my process for cancellations and refunds?

06 Who will I contact when a referral is required?

YOUR NEXT ACTION

Draw the entire client journey on one page, identifying every decision point and the person responsible for it.

CHAPTER 04 / 01 - PERSPECTIVE

The IFTA learning ecosystem

Books, online learning, practice evidence and professional development

THE PRINCIPLE

“The ecosystem is a progression of learning opportunities, not a shortcut around professional judgement.”

For Daily Living is the public-facing educational and specialist-services brand. Instinct Field Training Academy, or IFTA, is its training arm. The educational model links books, video teaching, workbooks, reflective tasks, practical development and potential certification routes rather than relying on isolated scripts. A learner can start through personal interest and later decide whether professional practice is appropriate.

The website describes downloadable client forms, practical resources, start-up guidance and service-package examples for its hypnotherapist training offer. It also describes online learning and enquiry or consultation routes. These are valuable categories of support, but specific benefits, individual tutor time, access lengths and assessment arrangements depend on the package purchased and its published terms. The academy is not the same thing as a statutory regulator or an automatically recognised professional register.

IMPORTANT DISTINCTION

Do not assume unlimited mentoring, guaranteed placements, client referrals, insurer approval or permission to teach IFTA material merely because you have enrolled in a course.

CHAPTER 04 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

START WITH THE PUBLIC INFORMATION

Read the current course page, syllabus, access terms, prerequisites, training resources and published programme status.

02

STUDY WITH THE CORE MANUALS

Use the foundation book as structured reference material and recognise that the advanced volumes involve further study and workbook demands.

03

BUILD DOCUMENTED COMPETENCE

Complete relevant assignments, keep a professional learning log and retain evidence required by the actual assessment route.

04

EXPLORE THE NEXT DISCIPLINE

Where interests and competence overlap, investigate additional study in breathwork, meditation, coaching, communication or specialist IFTA methods.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 04 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Foundation learning route

The existing Stage 1 online course and companion foundation manual form the starting point for the hypnotherapy pathway.

2

Advanced development

The two advanced manuals and associated planned teaching and assessments deepen practitioner analysis; confirm delivery status before booking.

3

Business-ready resources

The academy website describes client forms and startup materials within specified training packages; verify the precise included files and permitted uses.

4

Additional tuition or discussion

One-to-one training and consultation routes are advertised, but whether sessions are included, optional or separately priced must be established in writing.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 04 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A student sees both a marketplace course and a website-based “business-ready” package. The course title looks similar, but the student wants printable client paperwork and guidance on building a service menu. Rather than assuming the offers are identical, they compare the content lists, certificates, assessment routes, download entitlements, tutor contact and refund terms. They choose the version that suits their actual goals. The critical action is comparison, not choosing the most impressive headline.

THREE QUESTIONS TO TEST THE DECISION

- 01 Which support items are demonstrably included in the offer on sale?
- 02 What is an IFTA award, and what external recognition is separately verified?
- 03 Which learning outcomes require assessed practice rather than video viewing?

PRACTICAL NEXT MOVE

Build a side-by-side comparison of the marketplace course, website package and advanced pathway using published evidence rather than assumptions.

CHAPTER 04 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which training offer have I actually selected?

02 What materials can I download and keep?

03 What tutor contact is stated in the terms?

04 Which assessments lead to which IFTA award?

05 What further costs are optional or required?

06 What is my intended next learning pathway?

YOUR NEXT ACTION

Build a side-by-side comparison of the marketplace course, website package and advanced pathway using published evidence rather than assumptions.

CHAPTER 05 / 01 - PERSPECTIVE

Foundation training: course one

From curiosity to structured hypnosis learning

THE PRINCIPLE

“A large library of techniques is valuable only when learners understand their limits.”

The foundation manuscript, Learn Hypnosis and Self-Hypnosis, is a 564-page teaching resource. It encompasses safety and ethics, fundamentals, inductions, deepening, an extensive technique library, session design, self-practice and commercial considerations. The existing IFTA Certified Hypnotherapist with Clinical Applications course translates substantial foundation material into online learning. Its course listing has described approximately 17.5 hours of video across roughly 183 lessons, subject to change.

The internal hours specification allocates 45 total learner-effort hours for the foundation stage: 15 hours guided tuition, 15 study and 15 practice. This is an internal planning allocation rather than a definitive measure of every version of the live marketplace video catalogue. The course title contains “clinical applications”; that phrase does not on its own confer clinical authority, an external licence or insurer acceptance. Foundation work is the beginning of development, not an invitation to work outside one’s competence.

IMPORTANT DISTINCTION

Describe the current video runtime and the planned learning-hours allocation separately. They are different measures, and changes to video content should trigger a review of the specification.

CHAPTER 05 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

PROFESSIONAL FOUNDATIONS

Understand consent, explanation, scope, safe endings, confidentiality, documentation and the limitations of claims.

02

SESSION LITERACY

Become familiar with the categories of induction, deepening, suggestion, reflective exchange and ordinary reorientation, without assuming there is one universal method.

03

DISTINCTIVE FRAMEWORKS

Be introduced to the named Six Stages, Subconscious Navigation, MISST and wider Instinct Field concepts; detailed operation belongs in the course and manuals.

04

STRUCTURED REHEARSAL

Practise only appropriately, maintain a log and use feedback to identify where more supervised or assessed work is required.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 05 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Introductory personal learning

Study for your own understanding without representing yourself as a practitioner.

2

Preparation for further training

Use Stage 1 knowledge as the base for advanced volumes and separate practical assessments.

3

Well-defined development services

After appropriate readiness checks, consider narrowly scoped confidence, performance or relaxation education within competence.

4

Complementary professional learning

Existing coaches may review how the foundation changes their skill map while maintaining distinct role and insurance boundaries.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 05 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A learner finishes every video lesson quickly and receives a completion notification. Their practice diary, however, contains very little rehearsal, and they have not yet confirmed insurance acceptance. They resist marketing themselves as a fully competent clinical practitioner. Instead they work through the associated reading, practise within the course rules and ask the provider how practical assessment relates to the intended award. The learner separates evidence of viewing content from evidence of ability.

THREE QUESTIONS TO TEST THE DECISION

- 01 How is knowledge of consent and safety tested?
- 02 What practical evidence is required by the particular certificate route?
- 03 Does the insurer accept the actual award for the intended service?

PRACTICAL NEXT MOVE

Build a one-page foundation competency map: knowledge, practical rehearsal, safety, documentation and independent verification.

CHAPTER 05 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which foundation topics are new to me?

02 How will I record practice objectively?

03 Which parts of the manual need closer reading?

04 What evidence does my selected certificate require?

05 What will I not offer after Stage 1 alone?

06 What needs checking before I pay for advanced training?

YOUR NEXT ACTION

Build a one-page foundation competency map: knowledge, practical rehearsal, safety, documentation and independent verification.

CHAPTER 06 / 01 - PERSPECTIVE

Advanced practitioner: Volume 1

Understanding architecture, adaptation and practitioner judgement

THE PRINCIPLE

“Advanced work is less about collecting scripts and more about making sound decisions.”

The Advanced Hypnotherapist Certification Volume 1 manuscript is approximately 585 pages and introduces substantial practitioner-development material. At a public level its subjects include emotional and behavioural frameworks, environmental immersion, Subconscious Navigation, Instinct Field Situational Awareness, professional observation, advanced session design and the 16-State architecture. It is intentionally more demanding than the foundation stage, and its title is not a substitute for assessing suitability or clinical skill.

The internal programme allocates 80 learner-effort hours to this stage: 20 guided, 30 study or coursework and 30 practice. The related workbook programme calls for case analysis, reflection and constructing suitable session approaches. These are planned expectations in an advanced route, not proof that every advanced teaching unit is currently on sale in video form. Availability, assessment logistics and tutor support should be checked from the published programme.

IMPORTANT DISTINCTION

The book contains specialised emotional and mental-health-related examples. A public career guide should present these as areas of study, not as authorisation to treat complex disorders.

CHAPTER 06 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

DEEPEN CONCEPTUAL UNDERSTANDING

Explore how IFTA organises emotional, behavioural and experiential themes. Maintain a clear difference between a conceptual training model and a validated treatment claim.

02

STUDY SESSION ARCHITECTURE

Review the 16-State structure at a high level, including why more complex sessions demand attention to planning, observation and safe completion.

03

COMPLETE WORKBOOK EVIDENCE

Translate reading into structured reflections, case analysis and documented decisions rather than relying on recognition of terminology.

04

CONNECT TO PROFESSIONAL SCOPE

Discuss which advanced topics remain educational and which, if any, can be practised only after further training, insurance and specialist preparation.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 06 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Advanced confidence coaching

A possible commercial specialism for appropriately qualified practitioners; make educational and therapeutic claims clearly distinct.

2

Professional performance preparation

Scope suitable work around presentations, interviews or high-stakes workplace communication with clear referral boundaries.

3

Existing-practice development

Use further training to improve reasoning, intake and planning without promising a higher level of clinical credential.

4

Specialist further-learning route

Investigate separately available SN, IFSA or NEP learning pathways and their individual completion criteria.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 06 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A practitioner is impressed by the complex scenarios and scripts in the first advanced volume. A new enquiry asks for treatment of severe psychological symptoms. Although a similar theme appears in a workbook example, the practitioner recognises that studying a scenario is not the same as being authorised or competent to provide specialist treatment. They use appropriate referral procedures and keep their current service menu focused on work they can responsibly deliver. Advanced study has improved their judgement rather than inflated their claims.

THREE QUESTIONS TO TEST THE DECISION

01 Which ideas are framework concepts, not established clinical facts?

02 What practical demonstration would show competence beyond script reading?

03 How does further training alter referral decisions?

PRACTICAL NEXT MOVE

Write an advanced-study plan with a deliberate reading sequence, weekly practice window and a clear “not yet qualified to offer” list.

CHAPTER 06 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What is my prerequisite evidence?

02 What are my workbook submission obligations?

03 Which conceptual areas do I need to research independently?

04 Where do I need practical feedback?

05 Which potential service claims remain out of scope?

06 What course publication and assessment dates are verified?

YOUR NEXT ACTION

Write an advanced-study plan with a deliberate reading sequence, weekly practice window and a clear “not yet qualified to offer” list.

CHAPTER 07 / 01 - PERSPECTIVE

Volume 2 and the diploma

Further learning, advanced cases and the full practitioner route

THE PRINCIPLE

“A professional award should represent evidence of competence, not a receipt for materials.”

The second advanced manual is approximately 686 pages. It extends the advanced educational architecture with environmental approaches, more complex emotional and behavioural situations, practitioner language, relationships, identity, parenting, work and performance examples, case reasoning and whole-session construction. It should be read as an advanced learning resource, not as a claim that every setting or condition discussed can be treated by a generalist practitioner.

The internal specification gives Advanced Volume 2 a planned 90 learner-effort hours: 25 guided tuition, 35 structured study or coursework and 30 practice. The intended Diploma or advanced practitioner award involves more than possession of books. The documentation includes submitted workbook evidence, case studies, an ethics paper, written examinations, scenario work, a practitioner logbook and practical assessments. Confirm actual enrolment conditions, fees, assessment standards and availability before purchase.

IMPORTANT DISTINCTION

Do not conflate Volume 2 manuscript coverage with an existing, fully released taught course, guaranteed diploma award or authority to practise specialist clinical interventions.

CHAPTER 07 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

REVIEW PREREQUISITES

Confirm what foundation and first advanced evidence is required and whether prior learning is accepted.

02

UNDERSTAND THE ASSESSMENT SCOPE

The internal proposal describes five case studies of about 1,000 words, an ethics paper, 50 multiple-choice and 20 short-answer questions, and scenario and session-design tasks.

03

PLAN PRACTICAL EVALUATION

The internal assessment model lists several separate demonstrations and a complete 60-minute session. Review who assesses, the current recording rules and what happens after an unsuccessful attempt.

04

CHECK THE FINAL AWARD

Clarify the exact IFTA award wording and verify independently whether any intended insurer, association or country accepts it.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 07 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Advanced practitioner development

A deeper learning route for people who have already completed foundational work and want to demonstrate broader professional judgement.

2

Diploma preparation

A structured route through manuals, evidence, practice and assessment where the current programme requirements are published.

3

Supervised-case planning

Case analysis as an educational activity is distinct from accepting paying clients with high-risk presentations.

4

Later specialist study

Potential pathways into NEP, Subconscious Navigation or IFSA require their own specified training and insurability checks.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 07 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

An experienced coach holds several existing qualifications and wants to skip directly to the advanced award. The academy course page may explain a route for applicants with prior hypnotherapy training, but it does not mean every coaching certificate counts. The student requests written clarification about prerequisites, evidence, assessment and the final certificate. They reserve time to complete case and practical work. An honest programme comparison is more useful than racing to put a title after one's name.

THREE QUESTIONS TO TEST THE DECISION

- 01 Which assessments are current, proposed or conditional on future publication?
- 02 Which titles are provider awards rather than independently accredited statuses?
- 03 How would a student demonstrate competence after failing an initial practical evaluation?

PRACTICAL NEXT MOVE

Make an assessment evidence table with each requirement, the source where it is published, the work required and the date you can realistically complete it.

CHAPTER 07 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Is Volume 2 teaching currently available?

02 What exact diploma prerequisites are published?

03 Who marks or observes practical work?

04 What is the evidence and resubmission process?

05 What does the certificate legally and professionally mean?

06 How will I fund this without assuming future sales?

YOUR NEXT ACTION

Make an assessment evidence table with each requirement, the source where it is published, the work required and the date you can realistically complete it.

CHAPTER 08 / 01 - PERSPECTIVE

Understanding 215 learning hours

Separating taught contact, reading, practice and examination

THE PRINCIPLE

“Clear training-hour language helps learners compare programmes without being misled.”

The IFTA internal learning-hours specification dated 29 August 2026 models a 215-hour progression across three stages. It consists of 60 guided-tuition hours, 80 structured-study or coursework hours and 75 practitioner-practice hours. At stage level the planned allocations are 45 for foundation, 80 for Advanced Volume 1 and 90 for Advanced Volume 2. This totals expected learner engagement, not recorded video length or an externally accredited contact-hour award.

The source manuals together comprise approximately 1,835 pages: 564, 585 and 686. Page count demonstrates the scale of reference material, but it does not independently prove teaching quality, competence or professional acceptance. The specification states that assessment and logbook time are already inside the learner-effort allocation and must not be added again. Because courses evolve, published descriptions should be checked against the most recent versions and records of actual required work.

IMPORTANT DISTINCTION

Always say “215 planned learning hours” or “over 200 hours of training, study and practitioner development”; do not advertise “215 hours of video training”.

CHAPTER 08 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

FOUNDATION: 45 HOURS

The source allocates 15 guided, 15 study and 15 practice hours. The live video listing is a separate and potentially updated figure.

02

ADVANCED VOLUME 1: 80 HOURS

Twenty guided, thirty study or coursework and thirty practice hours, covering advanced manuals, workbook evidence and applied rehearsal.

03

ADVANCED VOLUME 2: 90 HOURS

Twenty-five guided, thirty-five study or coursework and thirty practice hours, including more demanding application and assessment preparation.

04

COMPLETE ROUTE: 215 HOURS

The totals are 60 guided, 80 study and 75 practice. The practice log and assessments should not be counted twice.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 08 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Programme comparison sheet

Compare each provider by real video runtime, total estimated study time, practice requirements and the nature of practical assessment.

2

Weekly study schedule

At five hours per week, 215 hours is about 43 weeks of planned learner effort before allowing for holidays or slower progress.

3

Competence evidence portfolio

Record completed study and appropriately assessed practical work rather than relying only on a time counter.

4

Revision and ongoing CPD

An initial pathway is not the end of professional learning; further study, case reflection and scope-specific development continue.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 08 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A student compares a competitor's "100-hour" course against IFTA's "215-hour" pathway. One figure may refer to contact video and the other to a broader learning-effort model. A superficial numerical comparison would be unfair to both. The student requests an exact breakdown and asks how practical competence is observed. This small diligence step reveals far more about the educational experience than the headline totals alone.

THREE QUESTIONS TO TEST THE DECISION

01 Is an advertised hour guided teaching or self-directed learner effort?

02 Where is the practical component defined and assessed?

03 What evidence supports any claim about external recognition?

PRACTICAL NEXT MOVE

Draft a study calendar from your actual availability. Treat 215 as planned learner effort and add realistic breaks, feedback and contingency time.

CHAPTER 08 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 How many hours can I study without rushing?

02 Which tuition-hour figure is publicly verified?

03 What work belongs in the 75 practice hours?

04 What assessment time is already included?

05 How will I record my hours and evidence?

06 Which third-party recognition claims can I verify?

YOUR NEXT ACTION

Draft a study calendar from your actual availability. Treat 215 as planned learner effort and add realistic breaks, feedback and contingency time.

CHAPTER 09 / 01 - PERSPECTIVE

A credible starter service menu

What an appropriately prepared practitioner might offer

THE PRINCIPLE

“A smaller menu with transparent boundaries often sells more clearly than twenty vague promises.”

A service menu needs to be understandable to the client and sustainable to deliver. For a suitable practitioner, everyday personal-development opportunities may include confidence for public speaking, preparation for interviews, goal focus, general relaxation skills, appropriate habit support, performance preparation and self-management education. Different people have different needs, and clinical presentations should not be repackaged as simple personal-development goals to bypass a competence limit.

Start with fewer offers than your imagination permits. A clear menu can include an initial suitability conversation, an individual appointment, a defined follow-up package and a limited educational workshop. The public-facing wording should say what the client receives, its duration, price, cancellation conditions, and what it cannot promise. Additional services can follow only when the evidence of training, practical competence and insurance is sufficient.

IMPORTANT DISTINCTION

Selling a package does not guarantee a result, and a practitioner should not pressure a client to prepay for sessions that may prove inappropriate.

CHAPTER 09 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

CHOOSE THREE FIRST THEMES

Look for goals that are suitable for your qualification and can be explained without clinical overclaims.

02

DESIGN A TRANSPARENT SERVICE CARD

Include audience, purpose, format, appointment length, fee, what is included, suitability requirements and next steps.

03

DEFINE EXCLUSIONS

List relevant complex or medical presentations that need extra qualification, medical consent or referral.

04

REVIEW THE MENU QUARTERLY

Remove offers that lead to misunderstood enquiries; strengthen those with an appropriate client fit and measured demand.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 09 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Confidence for presentations

An agreed preparation programme addressing practical readiness and the person's experience of speaking; not a promise to eliminate a diagnosed anxiety disorder.

2

Interview preparation

A blend of goal-setting and appropriately trained hypnosis or coaching sessions for professional presentation and confidence.

3

Sleep-routine education

Support everyday routines and relaxation where suitable, without claiming to diagnose or treat sleep disorders.

4

Goal and focus sessions

A defined self-development offer around planning, motivation and reflective practice with a clearly stated scope.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 09 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A newly qualified practitioner lists thirty concerns on their website, including several disorders and medical conditions they have not been trained to address. Enquiries become difficult to assess, and their insurer queries the breadth of the advertising. They revise the page to emphasise three non-clinical personal-development themes, explain the client process and remove unsupported claims. Better alignment between what is promised and what can be safely delivered improves both credibility and operational simplicity.

THREE QUESTIONS TO TEST THE DECISION

01 Can you explain each offer in one understandable sentence?

02 What qualifications and insurance underpin the service?

03 Would the title unintentionally promise treatment of a disorder?

PRACTICAL NEXT MOVE

Write three concise service cards and ask a neutral reader to explain back what they think each one promises.

CHAPTER 09 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which three suitable themes will I start with?

02 Who specifically is each offer designed for?

03 What is included and excluded?

04 What do I need to learn before widening scope?

05 What will my first enquiry form ask?

06 How will I measure clarity and suitable demand?

YOUR NEXT ACTION

Write three concise service cards and ask a neutral reader to explain back what they think each one promises.

CHAPTER 10 / 01 - PERSPECTIVE

Build client packages responsibly

From single sessions to programmes with measurable service quality

THE PRINCIPLE

“Sell a clearly defined process and skilled attention, not an outcome guarantee.”

Packages can make it easier for clients to understand a professional process. They work best as a coherent sequence of agreed activities rather than a promise of transformation after a fixed number of appointments. An initial consultation or suitability step establishes the purpose, possible limitations and how progress might be discussed. Later sessions remain subject to continuing consent and client choice.

An illustrative three-session confidence package could include goal clarification, two appropriately scoped guided appointments and a review of real-world application. A four-session performance-preparation package might add between-session practice and progress discussions. A six-session programme may suit a longer non-clinical personal-development theme, but the client should not be locked into unnecessary work. Pricing must show exactly what each component costs and what happens when a service is cancelled, stopped or changed.

IMPORTANT DISTINCTION

A package framework is a commercial design example, never a clinical protocol or evidence that a particular number of sessions is necessary or effective.

CHAPTER 10 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

BEGIN WITH SUITABILITY

Make the first step a chance to check fit, describe alternatives and agree realistic goals.

02

DEFINE THE DELIVERABLES

Record the length of each appointment, resources provided, check-ins, homework if any and the rules for rearrangement or ending early.

03

EXPLAIN PROGRESS LANGUAGE

Use client-led reflection or agreed functional goals rather than inventing a scientific-sounding success score.

04

PRICE WITH TRANSPARENCY

Show standalone and package prices, terms and the client's rights before taking payment.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 10 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Three-session confidence series

Illustration: intake and planning, guided preparation, review and next steps. Suitable work only; no guaranteed outcome.

2

Four-session performance series

Illustration: clarify a real event, practise relevant skills, deliver suitable sessions and review preparedness.

3

Six-session habit-support format

Illustration: milestones, scheduled reflective sessions and behaviour-related action planning, with the option to discontinue appropriately.

4

Standalone appointment

Keep a straightforward route for clients who prefer not to commit to a programme; clarity is also a commercial advantage.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 10 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A practitioner offers a six-session “guaranteed new you” package. During the initial conversation a prospective client asks whether the service guarantees a medical result. The practitioner realises the title is inappropriate. They redesign the package around specific services: a structured introduction, agreed sessions, a self-reflection worksheet and a review. Their terms explain cancellation rights and ongoing suitability. The new offer is more modest but easier to defend and administer.

THREE QUESTIONS TO TEST THE DECISION

- 01 What exactly will the client receive for the package price?
- 02 What happens if an appointment is unsuitable after the first meeting?
- 03 Would you be comfortable showing your promotional wording to an insurer or regulator?

PRACTICAL NEXT MOVE

Create a one-page package specification with inclusions, exclusions, appointment limits, responsibilities, fee and refund terms.

CHAPTER 10 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What is the precise programme purpose?

02 Which elements have real delivery costs?

03 What is the standalone comparison price?

04 How may the client withdraw?

05 What does progress review look like?

06 What words could be interpreted as guarantees?

YOUR NEXT ACTION

Create a one-page package specification with inclusions, exclusions, appointment limits, responsibilities, fee and refund terms.

CHAPTER 11 / 01 - PERSPECTIVE

Deliver services in modern formats

Online, office, home visits, group learning and blended programmes

THE PRINCIPLE

“Convenience is an advantage only when safety, privacy and professional scope travel with it.”

A modern practice may offer more than a chair in a treatment room. Secure video appointments, in-person sessions, home visits, workshops and appropriately created digital educational resources may all have a role. Each format creates its own demands. Online provision can widen reach, but it also increases the importance of privacy, identity and location checks, technical contingencies and jurisdiction rules. Home visits add travel and lone-working considerations.

The correct delivery model is whichever fits the client, your real competence, insurer conditions, business economics and applicable law. A website can explain why some services are only offered online while others require a particular environment. Group programmes should have an individual opt-out route and must not become public therapy sessions where participants are asked to share private histories.

IMPORTANT DISTINCTION

“Available worldwide” can describe access to educational content, but it should not be taken to mean you are automatically permitted to deliver practitioner services into every country.

CHAPTER 11 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

ONLINE READINESS

Use suitable secure technology, a private workspace, client contact details, a clear loss-of-connection procedure and an appropriate referral or emergency plan.

02

ROOM-BASED PROVISION

Check premises, accessibility, sound privacy, cancellation terms, insurance and the cost of travel or renting suitable space.

03

HOME VISITS

Use location and risk information proportionately; plan lone-working safeguards, boundaries and travel fees disclosed in advance.

04

GROUP AND BLENDED WORK

Make education versus individual therapy explicit; clarify facilitation, consent, recording, support and limits on what groups can deliver.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 11 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

60-minute online appointment

A familiar standalone service suitable for a controlled environment, with booking terms and a secure intake process.

2

Brief introductory session

A shorter paid educational or experiential introduction may be possible where its limitations are prominent and consent is clear.

3

Premium home-visit option

For a defined geography and client type, travel costs, time and risk controls must be fully visible.

4

Workplace or group workshop

An organisation-facing educational programme with a teaching agenda, accessibility and agreed confidentiality boundaries.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 11 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A prospective practitioner decides to serve clients online across several countries because they can speak English and have video software. Before launching, they discover that the place where the client is physically located may affect the legality and insurability of the service. They restrict clinical-facing appointments to jurisdictions they can properly assess and continue offering general educational material more broadly. Separating educational reach from practitioner permissions prevents an avoidable risk.

THREE QUESTIONS TO TEST THE DECISION

- 01 Where is the client physically located during a session?
- 02 Does the insurer cover that format and jurisdiction?
- 03 What happens if technology fails or a safeguarding issue arises?

PRACTICAL NEXT MOVE

Build a delivery-method comparison sheet showing equipment, insurance, privacy, access, direct cost and professional risks for each model.

CHAPTER 11 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What service formats are genuinely suitable for me?

02 Which rules change across borders?

03 What will a client see before booking online?

04 Where can an urgent referral be made?

05 What is my home-visit safety process?

06 Are workshop participants protected from oversharing?

YOUR NEXT ACTION

Build a delivery-method comparison sheet showing equipment, insurance, privacy, access, direct cost and professional risks for each model.

CHAPTER 12 / 01 - PERSPECTIVE

Create digital products, not confusion

Recordings, workbooks, teaching and intellectual-property permissions

THE PRINCIPLE

“Sell work you have created and have rights to deliver; do not mistake a course enrolment for a resale licence.”

Digital products can help practitioners share education without filling every hour with appointments. Examples include original reflection workbooks, non-clinical skill-building audio, general relaxation recordings, printable goal planners, recorded mini-courses and guided introductions. Digital reach does not remove the need for credible claims, accessible instructions, copyright clearance, consumer terms and appropriate warnings about who should not use a particular resource.

Two different rights must be kept separate. A student can generally develop original materials based on lawfully acquired skills and general knowledge, subject to their professional scope. That does not grant the right to copy, republish, teach as an IFTA-authorised trainer, bundle, resell or commercially license IFTA books, methods text, slides, worksheets, logos, course videos or branded certification. Any such activity needs explicit permission where required by law or contract. An independent practice can be distinctive without misusing source material.

IMPORTANT DISTINCTION

Do not advertise “IFTA-approved”, “official trainer” or “licensed academy programme” without a written, current agreement authorising those claims.

CHAPTER 12 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

CHOOSE ONE CUSTOMER PROBLEM

Define a realistic, non-medical benefit, such as planning presentations or building an evening wind-down routine.

02

BUILD YOUR ORIGINAL RESOURCE

Write or record your own teaching in your own words, with sourced third-party material licensed appropriately.

03

ADD INFORMED PURCHASE INFORMATION

Clarify audience, accessibility, equipment needs, safety guidance, support boundaries and any recurring charges.

04

AUDIT RIGHTS AND PLATFORM RULES

Check content rights, IFTA terms, voice or image releases, data use and consumer cancellation requirements for downloadable content.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 12 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Recorded practice audio

Original personal-development recordings with clear intended use, safeguards and a purchase licence for the customer.

2

Printable reflection journal

Downloadable pages that help users plan and reflect, without presenting prompts as assessment or diagnosis.

3

Short digital mini-course

A video-led educational product based on the practitioner's own expertise; include an accurate syllabus and no implied diploma.

4

Live workshop with replay

A teaching event with explicit rules on recording, replays, participant privacy and intellectual-property access.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 12 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A graduate wants to sell the scripts they received during training as a commercial audio library. A careful rights check reveals that owning a copy of a workbook is not the same as owning reproduction rights. They instead design new original materials consistent with what they are competent to teach and use clear disclaimers. If they later want to teach a named IFTA curriculum or resell a branded programme, they seek a written licensing arrangement first. The business is built on proper ownership rather than a risky shortcut.

THREE QUESTIONS TO TEST THE DECISION

01 Do you own or hold permission for every part of the proposed product?

02 Does a customer know the difference between education and personal professional advice?

03 What support and refund rules apply after digital delivery?

PRACTICAL NEXT MOVE

Write a digital-product rights checklist: own authorship, third-party licences, brand permissions, consumer terms, risk wording and version number.

CHAPTER 12 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which digital product could I make originally?

02 What training assets am I not permitted to copy?

03 What will the product description actually promise?

04 What accessibility formats are needed?

05 What customer data will I collect?

06 Which licences or permissions require confirmation?

YOUR NEXT ACTION

Write a digital-product rights checklist: own authorship, third-party licences, brand permissions, consumer terms, risk wording and version number.

CHAPTER 13 / 01 - PERSPECTIVE

Establish a UK business

A practical launch checklist for self-employed professionals

THE PRINCIPLE

“The simplest sustainable launch is usually the one that works professionally before it looks impressive online.”

The business side of professional practice is a real second curriculum. Before trading, decide how your business will be structured, how you will keep financial and client records, what terms apply to bookings, how payments work and how you will manage complaints. In the UK, a sole trader generally registers for Self Assessment when trading income exceeds the relevant threshold; limited companies have different registration, reporting and tax obligations. The right structure depends on personal circumstances and merits proper advice.

Start with reliable sources rather than social-media summaries: GOV.UK for tax and business registration, the ICO for data protection, advertising guidance for claims, and your insurer for permitted services. A secure client journey should include privacy information, appropriate consent, access and retention controls, transparent prices, reasonable cancellation rules and documented referral boundaries. A low-overhead online model can be sensible, but low costs do not justify cutting corners on compliance.

IMPORTANT DISTINCTION

The UK £1,000 trading-income registration trigger is not a £1,000 tax-free profit promise. Check current HMRC conditions, deadlines and your full income position.

CHAPTER 13 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

CHOOSE AND REGISTER APPROPRIATELY

Compare sole trader and company obligations, trading names, recordkeeping and tax registration; get advice before relying on a headline tax threshold.

02

INSURE THE ACTUAL ACTIVITY

Obtain quotes that specify modality, type of client, jurisdiction, online and in-person delivery and any additional coaching or digital-product activities.

03

PROTECT INFORMATION

Create an appropriate privacy notice, secure storage, access limits, deletion schedule and incident response; consider ICO registration or fee rules.

04

PREPARE CLIENT CONTRACTS

Publish accurate booking, cancellation, refund and complaints terms. Consumer rights may apply differently to services and downloadable resources.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 13 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Lean online startup

One website, dependable booking and payment, a small service menu and appropriate secure client recordkeeping.

2

Hybrid private practice

Mix online provision with rented rooms after calculating travel, rent and access needs.

3

Coaching extension

Add suitable new services to an existing business only after updating insurance, forms, privacy and scope descriptions.

4

Workshop-focused practice

Sell clearly defined education to organisations, with separate contracts and data-handling arrangements.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 13 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A practitioner pays for a large office before completing their first insured service. After learning how much administration is required, they struggle with fixed costs and underprice their work. A different plan starts online with an appropriate professional setup, tracks real enquiries and adds a room only when repeat demand supports it. The second route is not automatically right for everyone, but its early financial exposure is easier to control.

THREE QUESTIONS TO TEST THE DECISION

01 What legal structure matches your risk, income and administration tolerance?

02 Can you demonstrate the privacy and complaint procedures you claim to have?

03 How will you verify a new service is within your policy cover?

PRACTICAL NEXT MOVE

Create your minimum viable compliance pack before publishing a booking page: business registration checks, insurance, privacy, consent, contracts and referral procedure.

CHAPTER 13 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What business structure am I considering?

02 Which HMRC obligations and dates apply?

03 Have I obtained an insurance quotation in writing?

04 What records must be secured and retained?

05 Where are my customer terms available?

06 What costs can I avoid until demand is proven?

YOUR NEXT ACTION

Create your minimum viable compliance pack before publishing a booking page: business registration checks, insurance, privacy, consent, contracts and referral procedure.

CHAPTER 14 / 01 - PERSPECTIVE

Build trust and find clients

Education-led marketing that earns enquiries without overclaiming

THE PRINCIPLE

“Teach something useful before asking people to trust you with something personal.”

A newly opened practice does not have a ready-made client base. Good marketing helps people understand what you provide, who it suits and how they can make an informed decision. Instead of claiming dramatic transformations, answer the questions people are already asking: What happens in a session? Can I stop? How do I know if the practitioner is qualified for my issue? What is the fee? What happens online? Clarity often does more than superlatives.

A modern marketing system can combine a useful website, transparent service cards, explanatory articles, platform-appropriate short videos and relationships with other responsible professionals. Track enquiries and suitable bookings rather than celebrating impressions alone. Search traffic and social reach are indicators, not revenue. Testimonials and case stories require consent and careful treatment so they do not imply typical or guaranteed results.

IMPORTANT DISTINCTION

Claims about curing health conditions, removing trauma, treating psychiatric disorders or delivering guaranteed earnings need evidence and may be unsuitable or impermissible; check ASA/CAP guidance.

CHAPTER 14 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

BUILD A CREDIBLE HOMEPAGE

State who you serve, scope, genuine qualifications, format, prices, availability and how suitability is established.

02

CREATE A HELPFUL CONTENT SERIES

Use short educational answers about misconceptions, preparation, ethics, business development and relevant self-management topics.

03

CHOOSE CHANNEL-NATIVE MESSAGES

A professional LinkedIn article, a brief Instagram visual and a website FAQ should serve their audiences differently rather than repeating identical copy.

04

REVIEW REAL CONVERSION

Track relevant searches, enquiries, suitable consultations, confirmed bookings and client experience while respecting data rules.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 14 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

A public career guide

A downloadable guide like this can help prospective students understand the pathway before they buy.

2

A first-appointment explainer

A short page or video reduces uncertainty about format, choice, payment and boundaries.

3

Practical teaching articles

A monthly series can answer genuine questions about confidence, learning or the profession.

4

Partnership introductions

Appropriate connections with coaches and wellbeing providers may support referrals if roles and client confidentiality are respected.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 14 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A new site receives thousands of advert impressions but few genuine enquiries. Rather than increasing the advertising budget immediately, its owner checks whether the landing page explains the service, whether its claims are credible, and whether a reader can identify the next step. They create a short article explaining how a suitable session is arranged and replace a vague “change your life” button with a specific enquiry route. Over time, they measure suitable leads rather than raw clicks.

THREE QUESTIONS TO TEST THE DECISION

01 Can a cautious visitor understand the full offer within one minute?

02 Are testimonials supported, permitted and accurately contextualised?

03 How much of your traffic becomes an appropriate enquiry?

PRACTICAL NEXT MOVE

Create a four-week educational content calendar with one clear teaching topic per week and a non-pushy link to your actual service information.

CHAPTER 14 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Who is my ideal first audience?

02 Which customer question will I explain this week?

03 Are all credentials on my website verifiable?

04 Is my booking route easy to understand?

05 What do I measure beyond impressions?

06 Which claims need evidence or removal?

YOUR NEXT ACTION

Create a four-week educational content calendar with one clear teaching topic per week and a non-pushy link to your actual service information.

CHAPTER 15 / 01 - PERSPECTIVE

Pricing and income mathematics

Commercial ambition grounded in costs, capacity and uncertainty

THE PRINCIPLE

“Revenue is the price of what you delivered. Sustainability is what remains after the whole business is accounted for.”

A hypnotherapy practice can sell time, programmes and educational resources. Each revenue stream has a different relationship to labour, risk and cost. A fee is not take-home pay: income must cover software, payment processing, insurance, room rental, travel, marketing, training, administration, taxes and time without clients. A full session also includes preparation and documentation. Do not compare a one-hour headline fee with a one-hour employee salary.

Simple arithmetic can frame possibilities, not predict demand. At £70 for six paid sessions each week across four weeks, gross receipts would be £1,680. At £90 for ten weekly sessions, gross would be £3,600. At £100 for fifteen weekly sessions, gross would be £6,000. None of those examples deducts expenses or accounts for holidays, cancellations, illness or the time needed to find suitable clients. A robust plan tests low, middle and higher booking cases before deciding to cut other income.

IMPORTANT DISTINCTION

Never advertise a six-figure practice as an ordinary or guaranteed consequence of certification. Revenue projections need explicit assumptions and separation from profit.

CHAPTER 15 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

SET A COST FLOOR

List monthly fixed costs, variable payment costs, training and renewal expenses, travel and the value of your non-session time.

02

ESTIMATE FEASIBLE CAPACITY

Allow for realistic sessions per week, administration, family or employment commitments, breaks, holidays and occasional unsuitable enquiries.

03

MODEL THREE SCENARIOS

Calculate low, middle and high booking volumes with different prices and subtract estimated expenses before tax.

04

REVIEW THE MIX QUARTERLY

Track appointments, programme sales and digital-resource revenue separately; ask whether each is genuinely worth the effort to maintain.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 15 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Individual sessions

A transparent standalone price often serves as the anchor for a practice; compare with local demand and the complete delivery cost.

2

Multi-session packages

These can simplify the client journey but should make individual elements, refunds and continuing suitability clear.

3

Corporate workshops

A business-to-business fee must reflect preparation, delivery, travel, material rights and follow-up rather than minutes in the room.

4

Original educational products

Once produced, digital items may serve more customers, but they still need support, updates, marketing and lawful consumer terms.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 15 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

An ambitious practitioner sees a social-media claim that three £100 sessions per day creates a £100,000 business. Three sessions a day for five days per week over 46 working weeks would actually produce £69,000 gross at that price; even different assumptions do not account for cancellations or expenses. A revised business plan uses current capacity and real enquiries, not aspirational saturation. The owner decides to add a modest education workshop only when the existing service and administration are working well.

THREE QUESTIONS TO TEST THE DECISION

01 Does the scenario assume every appointment slot is sold?

02 Is the price shown before or after tax and all business costs?

03 What is the opportunity cost of creating a new product?

PRACTICAL NEXT MOVE

Complete a three-case cash model and calculate how many paid appointments are needed each month to cover fixed costs before considering personal income.

CHAPTER 15 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 What are my unavoidable monthly costs?

02 How much time does one booking actually consume?

03 What are my low and middle demand cases?

04 What is my realistic cancellation assumption?

05 When would I add another revenue stream?

06 What financial threshold would justify a career change?

YOUR NEXT ACTION

Complete a three-case cash model and calculate how many paid appointments are needed each month to cover fixed costs before considering personal income.

CHAPTER 16 / 01 - PERSPECTIVE

Grow through the Eight Pillars

A professional-development ecosystem beyond hypnotherapy

THE PRINCIPLE

“A strong ecosystem offers directions for later learning without pretending every door is already open.”

For Daily Living describes eight connected learning fields: hypnotherapy, breathwork, meditation, life coaching, career development, leadership and communication, Natural Emotional Processing (NEP), and sports and performance. This creates a valuable commercial idea: a practitioner can continue learning and potentially build related educational or coaching offers as distinct competencies are developed. The eight fields are not a single universal licence. Each new area has its own syllabus, practice needs, delivery rules and insurance implications.

For some learners, the most natural progression is not becoming a generalist. A hypnotherapist with a management background might deepen leadership and communication education; an existing coach might explore life coaching and career development; a wellbeing educator might pursue breathwork or meditation training. Specialist IFTA frameworks such as Subconscious Navigation and IFSA support parts of the wider learning system, but their names should not be treated as independent qualification claims without the actual training and assessment route.

IMPORTANT DISTINCTION

A course page or future product roadmap is an invitation to explore, not proof that a programme is currently published, accredited or included free with hypnotherapy enrolment.

CHAPTER 16 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

HYPNOTHERAPY AND NEP

Explore the relationship between guided work and emotional processing as separate layers of competence and professional responsibility.

02

BREATHWORK AND MEDITATION

Consider additional education in guided attention, self-management and group delivery while observing suitability and health limitations.

03

LIFE, CAREER AND LEADERSHIP COACHING

Use appropriate coaching-specific training to work on goals, workplace transitions, communication and managerial development.

04

SPORTS AND PERFORMANCE

Investigate preparation, attention and flow-state education, including the IFSA pathway, without implying diagnosis or sports-psychology registration.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 16 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

Hypnotherapy plus career preparation

For suitably trained providers, create distinct services for interview readiness and confidence within defined boundaries.

2

Meditation and breathwork classes

Possible additional group or digital offerings after appropriate instruction, risk assessment and insurance.

3

Leadership skills workshops

Communication, decision-making and performance education for teams can sit alongside a separate individual practice.

4

NEP and IFSA specialist pathways

Further-learning opportunities subject to course publication, competence evaluation and permitted use of proprietary materials.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 16 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A practitioner gains early traction with confidence appointments. Their clients often mention work presentations and career decisions. Rather than representing hypnotherapy as a complete business-training qualification, the practitioner studies separate career and communication material, then designs an educational workshop about preparing for difficult conversations. The menu makes clear which appointments are hypnosis sessions and which are skills education. The new offer grows from evidence of need and further study, not from a blanket claim about the Eight Pillars.

THREE QUESTIONS TO TEST THE DECISION

- 01 Which pillar matches your existing experience and actual customer interest?
- 02 What new qualification, insurance or practical competence would be required?
- 03 Does the new offer deserve its own page, intake and terms?

PRACTICAL NEXT MOVE

Create an Eight Pillars progression map with a “learn / potentially offer / not yet” status beside each pillar and a check date.

CHAPTER 16 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which one pillar is my first future option?

02 What makes me competent in that field?

03 Which clients would actually seek the combined service?

04 What specialist support is currently published?

05 Will I use distinct brand and course descriptions?

06 What evidence would tell me expansion is premature?

YOUR NEXT ACTION

Create an Eight Pillars progression map with a “learn / potentially offer / not yet” status beside each pillar and a check date.

CHAPTER 17 / 01 - PERSPECTIVE

NEP, SN and IFSA specialisms

How distinctive methods connect without giving the training away

THE PRINCIPLE

“Make the difference between introduction, competence and specialism visible.”

Natural Emotional Processing (NEP), Subconscious Navigation (SN) and Instinct Field Situational Awareness (IFSA) appear within the For Daily Living and IFTA educational ecosystem. They represent named provider-developed frameworks or specialisms with different emphases. Foundation hypnosis materials introduce related concepts; the advanced books explore further applications. A public career guide can explain their role in a progression without publishing the proprietary procedural teaching or presenting an unvalidated theory as clinical fact.

NEP is described as an emotional-processing approach, with planned further specialist education. SN concerns structured guided inner experience, while IFSA is framed around observation and awareness in action; related RBI material belongs within the IFSA family rather than being advertised as a standalone qualification. MISST and other named tools support the IFTA training architecture. A practitioner should clarify which concepts are actually taught in their purchased course and which future or separate modules are required for competence, certification or permitted use.

IMPORTANT DISTINCTION

Introducing NEP or another method in Stage 1 does not mean the learner automatically receives specialist certification, clinical privileges or licence to teach the full method.

CHAPTER 17 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

RECOGNISE INTRODUCTORY COVERAGE

Learn the correct public names and a high-level understanding of how the frameworks relate to the broader IFTA syllabus.

02

CHECK SEPARATE LEARNING PATHWAYS

For advanced application, verify that dedicated material, course access, assessment and support are currently available.

03

STAY ACCURATE ABOUT EVIDENCE

Distinguish provider-created models from independently established scientific or clinical claims; do not promise outcomes based on branding.

04

PLAN RESPONSIBLE APPLICATIONS

Consider how further competence might lead to educational workshops, coaching extensions or suitable practitioner work within an insured scope.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 17 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

NEP orientation education

An explanatory talk about the philosophy and boundaries of an emotional-development approach, without teaching protected protocols or making treatment promises.

2

SN further learning

An eventual specialism in guided exploratory experiences, subject to separate study, safety requirements and public claims limits.

3

IFSA performance education

A possible route into situational awareness and performance development, not a standalone regulated clinical or sports-psychology credential.

4

Integrated practitioner pathway

Broader competence may develop through properly sequenced foundation, advanced and distinct specialist learning; the pathway is not automatic.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 17 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A foundation student reads a promotional statement saying the course introduces NEP and assumes they can immediately sell a proprietary NEP certification programme. The course explains that an introductory concept and a formal trainer role are not equivalent. The student adjusts the business plan: advertise only services they are trained and insured to provide, keep their independent educational materials original and seek details of specialist teaching and rights before representing any official IFTA product.

THREE QUESTIONS TO TEST THE DECISION

01 Is the named method a conceptual topic, full taught technique or certificated specialism?

02 What is the evidence base for the specific public claim you want to make?

03 What permission is needed to teach branded materials?

PRACTICAL NEXT MOVE

Draft a method-language policy for your own website: correct names, what the public can be told, claims to avoid and routes for further study.

CHAPTER 17 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which methods are introduced in Stage 1?

02 Which require separately published advanced learning?

03 How can I describe them without teaching protocols?

04 What scientific claims must I avoid?

05 What professional use is actually authorised?

06 Which specialist course would serve my future clients?

YOUR NEXT ACTION

Draft a method-language policy for your own website: correct names, what the public can be told, claims to avoid and routes for further study.

CHAPTER 18 / 01 - PERSPECTIVE

International study and year one

Worldwide education, local responsibility and a sustainable launch

THE PRINCIPLE

“You may be able to study from anywhere; professional obligations still apply where you work and where your clients are.”

Online education allows students in different countries to explore IFTA material without relocating. The For Daily Living website describes online training for learners worldwide. What varies considerably is professional practice. A UK-based provider certificate does not by itself establish the right to advertise or practise as a hypnotherapist in another country, or to serve clients there remotely. Education and professional authorisation are different questions. Prospective international students should check recognition, local regulation, language, professional insurance, tax, consumer rights and data handling before deciding to offer paid services.

A first year is best treated as a series of evidence-based gates rather than a promise to replace your income. Months 1–3 can focus on programme comparison, study, skills and professional rules. Months 4–6 can strengthen practice evidence, service design and insurance checks. Months 7–9 may suit a small, appropriately insured pilot if ready. Months 10–12 can review finances, suitable enquiries, feedback and whether advanced study or a wider pillar is justified. There is no requirement to speed up because a roadmap prints twelve months.

IMPORTANT DISTINCTION

Study-access claims, marketing permissions, client-facing practice rights and third-party credential recognition must be checked separately in each relevant jurisdiction.

CHAPTER 18 / 02 - SKILL MAP

From learning to decisions

Four areas to investigate, verify and develop before making professional claims.

01

VERIFY LOCAL ELIGIBILITY

Ask the relevant local regulator, professional organisation and insurer whether training and planned activities meet their rules.

02

UNDERSTAND CROSS-BORDER DELIVERY

Examine client location, your location, data-transfer rules, tax and currency, language and informed-consent implications.

03

PLAN THE FIRST TWELVE MONTHS

Schedule learning, assessment and business-readiness milestones; move into paid work only when the readiness checks are met.

04

CHOOSE ONE NEXT EXPANSION

After initial service quality is established, explore a second Eight Pillars route based on actual learner interest and local demand.

LEARNING IS NOT AUTOMATIC ENTITLEMENT

Each area develops a professional decision, not a new permission to diagnose, treat, advertise, coach, train or certify. Verify the specific course, assessment, insurer and applicable local rules.

CHAPTER 18 / 03 - OPPORTUNITIES

What this could become

Examples of services, resources or learning options - never income promises or automatic permissions.

1

International education access

Study the published books and available online courses where platform distribution permits; inspect language and accessibility details.

2

Local professional startup

Apply training to a practice only after verifying local recognition, competence, legislation and insurance.

3

Cross-border education products

General educational digital goods may reach more countries, but tax, consumer terms, licensing and regional restrictions still apply.

4

A staged continuing-learning plan

Continue from foundation into advanced study, or explore separate training in breathwork, meditation, coaching, NEP or performance.

BEFORE YOU SELL

Confirm the client need, training evidence, permission to use all materials, professional scope, suitable insurance, accurate advertising, accessible delivery and transparent terms. Products you create are not the same as IFTA materials you may only have a right to study.

CHAPTER 18 / 04 - SCENARIO

A decision from practice

Fictional examples illustrate professional choices; they are not client case reports or evidence of outcomes.

A student outside the UK buys the foundation course to explore a new career. They are pleased that they can study remotely but discover that their country has different rules for therapeutic services and professional titles. Rather than assuming the IFTA award replaces local requirements, they contact the appropriate authority and prospective insurer. They can still complete educational content, but they postpone the client-facing offer until the rules are clear. Their year-one plan remains ambitious while grounded in permission and competence.

THREE QUESTIONS TO TEST THE DECISION

- 01 What does the law require where you are based and where clients attend from?
- 02 What does IFTA provide educationally, and what is not promised as local recognition?
- 03 Which growth milestone is supported by genuine evidence rather than expectation?

PRACTICAL NEXT MOVE

Build a 12-month decision calendar and obtain written local professional guidance before booking your first paying client.

CHAPTER 18 / 05 - FIELD GUIDE

Your working page

Write down specific, verifiable answers. Return to them after study or a business review.

01 Which country's rules apply to my intended activity?

02 Will an insurer accept my exact training evidence?

03 What cross-border client data issues may arise?

04 What is my first-quarter learning milestone?

05 When can I responsibly pilot a service?

06 Which later pillar would be most worthwhile?

YOUR NEXT ACTION

Build a 12-month decision calendar and obtain written local professional guidance before booking your first paying client.

APPENDIX / 01

The business-ready checklist

Check every item before taking a paid booking; do not assume any is satisfied by watching videos.

YOUR TRAINING



Syllabus and prerequisites checked; relevant learning completed; practical competence assessed where required; ongoing professional development planned.

YOUR PERMISSION



Applicable local rules checked; exact activity accepted by your insurer; no misuse of regulated titles; scope and referral boundaries written.

YOUR SYSTEM



Secure records; privacy notice; proportionate consent and intake; booking and cancellation terms; accessible delivery; complaint process.

YOUR COMMERCE



Transparent service description; actual prices; tax and trading setup; payment provider; accurate claims; customer-facing refund rights.

YOUR CONTINGENCY



Emergency and safeguarding boundaries; technology outage process; travel and lone-working checks; secure backup; referral network.

APPENDIX / 02

International & legal checks

A signposting page, not legal, medical, accounting or regulatory advice.

UK BUSINESS AND TAX

GOV.UK: setting up a business, registering for Self Assessment and reviewing current HMRC requirements.

[OPEN OFFICIAL RESOURCE →](#)

UK ADVERTISING CLAIMS

ASA/CAP: hypnotherapy and general therapy advertising guidance; seek support for any clinical or effectiveness claims.

[OPEN OFFICIAL RESOURCE →](#)

CLIENT PRIVACY AND CROSS-BORDER DATA

ICO: UK data protection obligations and updated guidance for international transfers and providers used outside the UK.

[OPEN OFFICIAL RESOURCE →](#)

ONLINE PURCHASE AND CANCELLATION TERMS

GOV.UK: distance selling, consumer information, cancellation and digital-content rules.

[OPEN OFFICIAL RESOURCE →](#)

JURISDICTION AND PROFESSIONAL READINESS

Check the rules where you practise and where each client attends, plus insurer, recognised professional bodies and any regulated-title rules.

[OPEN OFFICIAL RESOURCE →](#)

APPENDIX / 03

Build your first offer

A practical one-page service specification and illustrative price model.

TARGET AUDIENCE

Who is this for and what everyday problem are they seeking help with?

THE ACTUAL OFFER

What session, education, practice, review or download will be supplied?

SCOPE AND SAFETY

What presentations or claims are outside this product?

DELIVERY AND TERMS

Duration, method, accessibility, price, cancellation and refunds.

EVIDENCE OF COMPETENCE

What training, practice, insurance and rights enable you to deliver?

ILLUSTRATIVE GROSS REVENUE ARITHMETIC

Session fee $\times$ number of paid sessions per week $\times$ working weeks = gross receipts. Example: $\text{£}90 \times 10 \times 46 = \text{£}41,400$ a year before all costs, tax, cancellations and empty appointment slots. This is not a forecast. Use only actual demand data and costs when making business decisions.

APPENDIX / 04

Reconciliation & sources

What was checked to keep this guide aligned with the written programme.

PRIMARY 01	Your Future in Hypnotherapy - original 14-page free career and business guide, October 2026.
PRIMARY 02	Learn Hypnosis and Self-Hypnosis - 564-page foundation manuscript and session-development reference.
PRIMARY 03	Advanced Hypnotherapist Certification - Volume 1, approximately 585 pages; advanced architecture and workbook.
PRIMARY 04	Advanced Hypnotherapist Practitioner - Volume 2, approximately 686 pages; further applications and assessments.
PRIMARY 05	IFTA Hypnotherapist Practitioner Learning Hours Specification, version 1.0, 29 August 2026.
PUBLIC SITE	For Daily Living / IFTA course, certification and homepage descriptions reviewed 18 October 2026.

FIGURES AND STATUS CAREFULLY DISTINGUISHED

The planned 215 learner hours comprise foundation 45, Advanced Volume 1 80 and Volume 2 90. The source books total approximately 1,835 pages. Video runtime, actual teaching availability, package entitlements, assessment rules and prices can change. The published course listing and purchase terms must take priority over this editorial guide.

CORE WEBSITE ROUTES

fordailyliving.com

[Training academy and certification](#)

[Hypnotherapy training and package](#)

[Advanced pathway information](#)

YOUR NEXT STEP

Start with an informed decision.

Train for the work. Learn to deliver it responsibly. Build a practice that clients can understand and trust.

FIND YOUR PATHWAY

Explore the foundation training and companion book; compare the Advanced Volume 1 and Volume 2 routes; check the IFTA Diploma requirements and current availability; and discover further education in breathwork, meditation, NEP, life coaching, career development, leadership and performance.

EXPLORE COURSES & PROFESSIONAL TRAINING

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