



# Policy and Procedure Handbook

**Gestalt Therapy Brisbane Pty Ltd**

POLICIES & PROCEDURES

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Updated by: Tina Schilg

The policy and procedures in this handbook apply to all staff and students of Gestalt Therapy Brisbane (GTB).

The handbook is available to all staff and students of GTB on the GTB website.

Gestalt Therapy Brisbane Pty Ltd is an approved higher education provider for courses delivered by Gestalt Therapy Brisbane. These policies and procedures are the intellectual property of Gestalt Therapy Brisbane.

Directors GTB

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The GTB Policies and Procedures are available to all staff and students on the GTB website.

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2	Ethics	<a href="#">Guideline for Educational Program: Ethical Considerations</a>	Ratified by AGB 14 Dec 2017
2B	Ethics	<a href="#">Privacy Policy</a>	Ratified by AGB 14 Dec 2019
3	Academic	<a href="#">Grievance Policy and Procedures</a> Appendices: <ul style="list-style-type: none"> <li>• Overview 1: Informal Resolution of Difference</li> <li>• Overview 2: Formal Grievance Process Summary</li> <li>• Overview 3: Statement regarding the handling of grievances relating to academic staff/Director-Student relationship</li> <li>• Overview 4: Statement regarding the handling of complaints relating to academic staff &amp; staff members</li> </ul>	Ratified by AGB 14 Dec 2017
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**Policy No 1**

GTB's Master of Gestalt Therapy program is accredited through PACFA  
and as such GTB abides by the

**PACFA CODE OF ETHICS**

**PACFA CODE OF GOOD GOVERNANCE**

To access these documents please visit:

<https://www.pacfa.org.au/practitioner-resources/ethical-standards>

**PACFA COMPLAINTS PROCESS**

To access this process please visit:

<http://www.pacfa.org.au/community-resources/complaints/>

**Policy No 2****GUIDELINE FOR EDUCATION PROGRAM  
ETHICAL CONSIDERATIONS**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

This policy sets out the ethical considerations relevant to the delivery of Gestalt Therapy Brisbane's (GTB) programs.

Gestalt Therapy Brisbane (GTB) claims the necessity of working within the PACFA Code of Ethics, Code of Good Governance and Complaints procedure.

GTB informs students of the PACFA Code of Ethics in identified elements of the Education Program, in GTB's Policies and Procedures and in their student Study Agreement. The Study Agreement requires students to commit to the PACFA Code of Ethics, and all GTB's Policies and Procedures.

**Related policies**

- Policy No. 1: PACFA Code of Ethics
- Policy No. 3: Grievance Policy and Procedures
- Policy No. 15: Teaching and Learning

**Accessing this policy**

This policy is available on the GTB's website.

**Introduction:**

GTB keeps appropriate confidentiality within its operations. Personal information or information that may be a matter of public record will not be disclosed to third parties.

Personal information is information not in the public domain which identifies an individual and which is capable of being associated with a specified individual. This could include email address, home address, home telephone number, date of birth, marital status, next of kin; salaries and wages of Directors, staff and academic staff; all information concerning students, their enrolment, academic performance and their personal welfare (such as medical matters) and records of an individual student's library borrowings; information concerning persons who apply or are appointed to be academic staff with GTB. It may include visual information, such as photographs of people. For the purposes of this policy, personal information is given a broader meaning than in the Right to Information Act 2009 and the Information Privacy Act 2009. (The FOI Act refers to "personal affairs information", meaning matters of private concern to individuals).

**Confidentiality and Privacy within the Education Program**

Each student when entering the institute's GTB education program enters in an educational relationship with the Directors and academic staff. The sharing of information amongst the Directors and academic staff is a necessary exception to the duty of confidence assumed by the Directors or academic staff who has been given information. However, any sharing of information about students is governed by the following guidelines

- Information will be shared on a need to know basis: Access to either paper-based or computerised records should be sought and will be granted only where there is a demonstrated need for this because of the academic staff's functions or responsibilities. Even where access is granted, it is appropriate in some cases e.g. giving contact details to a cohort member, it will be done after the person to whom the information relates gives permission.

- It is noted that sometimes, personal information will be obtained orally, for instance, in an interview with a student concerning course progress. The information may or may not be recorded in documentary form. Nonetheless, privacy should be respected, and the information should not be discussed with others, except where this is necessary to undertake functions concerning the student or academic staff who has provided the information.
- It is noted that when working with students' process issues are generally more relevant and less confidential than the disclosed content. For example, one academic staff member may pass on to another that someone was distressed the day before and not pass on the reasons for the distress.
- Confidentiality, in line with the PACFA Code of Ethics will be breached if there is risk of harm to the student's well-being or life, to others, to the community at large or to academic staff or other members of the education cohort;
- Information that needs to be shared should not be used in assessing the performance of students, which should be limited to assessment against clearly identified criteria for each subject; and,
- The limits upon the duty of confidentiality as noted in the PACFA Code of Ethics also apply: namely in supervision, where there is risk of harm to a student or other person or when required by law to reveal information.

The Directors and academic staff are unable to assume any duty to a student in connection with the disclosure of information by another student and will endeavour to emphasise to students the necessity for confidentiality.

**Disclosure of personal information under statutory or other legal authority:**

- In some cases, legislation has conferred upon certain public officers the right to demand and receive information, even though it would otherwise be regarded as confidential. A typical example is the Income Tax Assessment Act under which the Commissioner can authorise officers of that department to require any person to answer any question or to produce any document for inspection. The Commonwealth Departments of Education, Employment and Workplace Relations may also have powers to obtain access to personal information in specific circumstances.
- Furthermore, the Institute must observe the Information Privacy Principles (IPP's) set out in Information Standard 42 – Information Privacy, which mirror those of the Commonwealth Privacy Act. Right to Information Act 2009 and the Information Privacy Act 2009. Under IPP No.11, although generally personal information should not be disclosed, it may be if disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of public revenue.
- In cases where enquiries are received from public officials, the relevant statutory authority to obtain access to such information should be requested. Statutory authority should be detailed in writing, as should written verification of appointment of a person entitled to require the information. When this authority is produced, the enquiry should be referred to the Institute Directors who may gain legal opinion.
- Until such confirmation is obtained, inspection of the Institute's documents is not permitted, no personal information should be released verbally, and copies of documents should not be provided.
- Similarly, where disclosure is sought during legal proceedings, e.g. by service of a subpoena or notice of third party disclosure, this must always be referred promptly to a Director of GTB.

- Privacy issues can be discussed with one of the Directors of Education of GTB, if necessary, on a confidential basis. If an individual believes that their privacy has been breached, a complaint may be made by following the Grievance Policy. To enable such a complaint to be properly investigated, it should identify the person whose privacy appears to have been breached.

### **Student Record Management Procedures**

The National Privacy Principles of the Privacy Amendment (Private Sector) Act 2000 give individuals the right to know what information an organisation holds about them and a right to correct that information if it is wrong. These provisions apply to student records created or modified from 21 December 2001.

The file of each student assists the institute to make academic assessment of the development of the knowledge and skills of each student. These files contain no record of a student's development of therapeutic skills in the context of their role as client in one-to-one personal therapy. Rather they are records of application and academic achievement. They include completed application forms, assessment submissions and semester or subject reports that have been given to students throughout their education.

Students may request access to their file upon request and arrange to make an appointment at a time convenient to the Directors to peruse this file. If students feel that the information contained in their file is incorrect they may speak to one of the Directors of GTB to clarify the matter. If the issue is not dealt with to the satisfaction of the student, the student may follow the grievance processes that are outlined in this policy on the GTB website <http://www.gestalttherapybrisbane.qld.edu.au/policies>.

The following processes will be followed in keeping student records to ensure security of records:

1. All student enrolment forms are scanned into the electronic filing system;
2. Each student has a file designated to hold all the student's information, assignments, correspondence, etc.;
3. All student assignments are scanned and placed in the student's electronic file;
4. A copy of each student's academic record is held with the electronic filing system as well as within the data base;
5. Copies of academic awards are held in the electronic filing system as well as within the data base;
6. The filing cabinet that holds student records shall be kept in Brisbane, locked and held in a room away from student access. The room is locked outside working hours.

### **Dual Relationships within the educational setting**

GTB follows PACFA protocol regarding dual relationships. It is noted that an academic staff member contracted by GTB cannot be the counsellor or psychotherapist of any enrolled student.

## **Policy No 2B**

### **Privacy Policy**

Ratified by the Academic Governance Body December 2019

#### **Purpose**

This policy is to provide our clients and staff with clear information about GTB's position in relation to how we manage their personal information collected and stored by Gestalt Therapy Brisbane (GTB).

#### **Terms of reference**

- Client may be referring to a GTB student, client seeking therapy from a student or qualified practitioner and an attendee to a workshop or event.
- Our, we or us refers to GTB as an organisation.
- Staff refers to administration, academic or contract staff.

#### **Access to this policy**

This policy is available in the GTB Policy and Procedures Handbook and on the GTB website.

#### **Overview**

The policy applies to prospective students and students enrolled in Higher Education courses with GTB. It also includes other individuals who may interact with GTB in conducting its business. The policy includes collection and use of personal information, disclosure of personal information, security of personal information and rights and access to records.

#### **Principles**

- We comply with the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework).
- We comply with all relevant Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations, including the Australian Privacy Principles set out in the Privacy Act 1988.
- We are committed to and guided by principles of access, equity, fairness and ethical behaviour

#### **Definitions**

Personal and sensitive information Under the Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012 (s6(1)), personal and sensitive information is defined as follows:

##### **Personal information:**

“Information or an opinion about an identified individual, or an individual who is reasonably identifiable: (a) whether the information or opinion is true or not; and (b) whether the information or opinion is recorded in a material form or not.”

##### **Sensitive information:**

“(a) Information or an opinion about an individual's: (i) racial or ethnic origin, or (ii) political opinions, or (iii) membership of a political association, or (iv) religious beliefs or affiliations, or (v) philosophical beliefs, or (vi) membership of a professional or trade association, or (vii) membership of a trade union, or (viii) sexual preferences or practices, or (ix) criminal record, that is also personal information; or (b) health information about an individual; or (c) genetic information about an individual that is not otherwise health information; or (d) biometric information that is to be used for the purposes of automated biometric verification or biometric identification; or (e) biometric templates”.

**Australian Privacy Principles (APPs)**

The Australian Privacy Principles (APPs), which are contained in schedule 1 of the Privacy Act 1988 (Privacy Act), outline how most Australian and Norfolk Island Government agencies, all private sector and not-for-profit organisations with an annual turnover of more than \$3 million, all private health service providers and some small businesses (collectively called ‘APP entities’) must handle, use and manage personal information.

While the APPs are not prescriptive, each APP entity needs to consider how the principles apply to its own situation.

The principles cover:

- the open and transparent management of personal information including having a privacy policy
- an individual having the option of transacting anonymously or using a pseudonym where practicable
- the collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- how personal information can be used and disclosed (including overseas)
- maintaining the quality of personal information
- keeping personal information secure
- right for individuals to access and correct their personal information

**Policy**

In the course of its business, we may collect information from students or persons seeking to enrol with us and other individuals who interact with us in the course of its business, either electronically or in hard copy format, including information that personally identifies individual users. GTB may also record various communications between individuals and GTB.

In collecting personal information GTB will comply with the requirements of the Australian Privacy Principles (APPs) set out in the Privacy Act 1988 (Cth) as amended by the Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Act).

From time to time, GTB may be related to other entities (related entities) and this Privacy Policy applies if your personal information is dealt with by those related entities.

**Authority to collect information**

GTB is an approved non-self-accrediting Higher Education provider, registered with TESQA. This registration is issued under the authority of the Tertiary Education Quality and Standards Agency Act 2011. GTB is therefore required to comply with the Higher Education Support Act 2003 (HESA) and in particular for the purposes of this policy GTB must comply with the Australian Privacy Principles in respect of personal information obtained for the purposes of section 36-20 or Chapter 3 or 4 of the act. In addition, GTB must manage this information according to Part 5-4 Management of information and Division 179 Protection of personal information of this act. The Higher Education Support Act 2003 (HESA) can be accessed from the Federal Register of Legislation <https://www.legislation.gov.au/Series/C2004A01234>

**Collection and use**

GTB collects personal information, either directly or indirectly, that is reasonably necessary for, or directly related to its delivery of the services it offers. Some of the information collected may be regarded as ‘sensitive’ as defined by the Privacy Act. In broad terms the kinds of personal information and purposes for which it is collected are:

**Solicited information**

- Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day to day operation.
- In addition to information collected training activity, GTB will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

- Names, addresses, phone numbers, emergency contact details, bank account details and other employment related information is collected from employees for the purpose of managing human resources. The management of staff personal information complies with this policy.

Student personal and sensitive information as well as training activity information is prescribed by the AVETMIS Standard. This information is collected directly from students using enrolment forms which may be electronic, or paper based and other administrative forms including but not limited to complaint forms, recognition of prior learning applications, requests for refund etc.

Survey responses are collected using our Employer and Learner Satisfaction Surveys which are issued in electronic format.

Enquiry information from prospective students including personal contact information is collected directly from individuals who make data requests either by telephone or email in person or via our website.

GTB personal information is also collected from individuals on employment commencement.

### **Sensitive information**

Personal information collected by GTB that may be regarded as ‘sensitive’ under the Privacy Act includes and is not limited to:

‘Disability’ and ‘long-term impairment status’ (health); and ‘indigenous status’, ‘language spoken at home’, ‘proficiency in spoken English’, ‘country of birth’ (implies ethnic/racial origin).

‘Dietary requirements’ (health-related) are collected for event catering purposes only.

Biographical information, which may contain information on ‘affiliations’ and ‘membership of a professional or trade association’ are obtained from guest presenters for marketing purposes.

‘Memberships of professional associations’ and ‘health and work injury information’ is collected from GTB employees for HR management purposes.

### **Direct marketing**

GTB respects an individual’s right not to receive marketing material and provides an option within communications and on its website for individuals to unsubscribe from receiving marketing material. GTB conducts its marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006.

### **Google Analytics and cookies**

Google Analytics is a web service provided by Google Inc. Cookies are used to generate data on website activity and usage. The cookies, which include IP addresses, are transmitted to and stored in Google servers in the United States where they are used to compile web-use reports. Google may transfer this information to third parties, where required by law, or for information processing on its behalf. Google will not associate IP addresses with any other data held by Google. More information on Google’s privacy policy can be found on their website [www.google.com.au](http://www.google.com.au) in the policies section. It is possible to disable cookies by adjusting web-browser setting and to opt-out of Google Analytics. Doing so, however, may affect web-site functionality.

The GTB web servers automatically log information such as server address, date and time of visit and web pages accessed. No personal information is recorded. These logs are used for website management and improvement.

### **Unsolicited personal information**

If GTB should receive unsolicited personal information, it will be treated and managed according to the Australian Privacy Principles.

### **Notification of collection**

GTB seeks to notify individuals of the collection of their personal information before, or at the time of collection, or as quickly as possible thereafter. Notifications are usually in writing but may be verbal for telephone help-desk services, or research conducted by telephone interview.

Marketing: notification is provided on our website course application page. Individuals are also notified at the time of collecting personal information for events. A privacy notice is provided in all GTB marketing communications.

**Disclosure of personal information**

GTB does not disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would reasonably expect this (such as receiving communications about upcoming events), or if required by law.

GTB may share personal information with the Commonwealth government in accordance with Commonwealth contractual obligations. In these circumstances GTB will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

**Management of personal information**

GTB endeavours to ensure the personal information it collects and uses or discloses is accurate, up to date, complete and relevant. GTB routinely updates the information held in its client record system. In addition to periodically checking with stakeholders if their personal contact details have changed.

**Access to and correction of personal information**

Individuals may, subject to the exceptions prescribed by the Australian Privacy Principles, request access to and correction of their personal information where this is collected directly from individuals by GTB.

GTB does not charge for giving access to or for correcting personal information.

Requests for access to or correction of personal information should be made in writing. Requests will be answered within 14 business days.

**Information retention and disposal**

Personal information is held in electronic format:

- Information collected from student enrolment applications and survey responses is held in databases.
- Names and contact details of stakeholders are held in the Student Management System and email contact lists.
- Names and contact details collected during the delivery of services may be held either in electronic form in GTB's document management system.
- Personal staff information is held in the HR management, pay roll database/files.
- Backup copies of all electronic files held in GTB's systems are kept in the event of system failure/loss. All backup copies of system files are secured.

GTB retains some personal information for 30 years. When personal information is no longer necessary for GTB's business functions, and it is lawful to do so, GTB destroy the information.

**Information security**

GTB takes active steps to protect personal information from misuse, interference and loss, and from unauthorised access, modification or disclosure.

GTB's systems and internal network are protected from unauthorised access using appropriate technologies. Most system data transferred over the internet is protected by Secure Socket Level protocol (SSL). The inherent risks associated with data transmission over the internet are, however, commonly acknowledged. Individuals, who do not wish to provide their personal information via the online website forms have the option of mailing this information to GTB.

Access to the Student records is protected through user log-on and password, and assignment of user access rights.

Third-party providers used by GTB for the delivery of services are required to be compliant with the Australian Privacy Principles and offer appropriate safeguards to protect personal information.

GTB's premises and data storage systems are fully secured. GTB practices clean-desk policy and locking workstations when working with personal information. Paper documents containing names and addresses are required to be locked away and shredded when destroyed. All hardware is properly 'sanitised' before disposal.

**Concerns and complaints**

Complaints or concerns about GTB's management of personal information should be directed in writing using the Grievance and Complaints Policy No 3 which can be found on the GTB website.

## **Contacting us**

Requests for personal information, changes to information or for concerns or complaints related to privacy should be submitted via our website for review by GTB Directors: <https://www.gestalttherapybrisbane.qld.edu.au/concerns-queries>.

**Policy No 3****GRIEVANCE POLICY AND PROCEDURE**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To ensure the highest levels of quality and integrity are maintained in the provision of higher education by Gestalt Therapy Brisbane Pty Ltd through Gestalt Therapy Brisbane (GTB), by enabling student and staff concerns to be appropriately raised and responded to.

**Accessing this Policy**

This policy is available on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

**Overviews**

Overviews of the grievance process are provided (as appendices) as follows:

1. Informal Resolution of Difference GTB
2. Formal Grievance Process as described in Policy No 3 Grievance Policy and Procedure
3. Statement regarding the handling of grievances relating to the academic staff/Director-Student relationship
4. Statement regarding the handling of complaints relating to academic staff and staff members

**Introduction**

Gestalt Therapy Brisbane Pty Ltd (GTB) is concerned about maintaining the highest levels of quality and integrity of its courses and administrative practices. Accordingly, GTB operates with a set of Grievance Procedures set out in this policy that students or people seeking to enrol in any of GTB's courses and/or accredited higher education courses are entitled and encouraged to use when necessary. A copy of GTB's Grievance Policy and Procedure will be given to prospective students on request or at the time of interview. All students have access to this policy on the GTB Website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

The grievance procedures detailed in this policy document are utilized for **both non-academic and academic grievance issues**.

All students of GTB or those seeking to enrol in a course of study with GTB are entitled to access the grievance procedures set out in this policy, regardless of the location of the campus at which the grievance has arisen, the student's place of residence or the mode in which they study.

The complainant and/or the respondent in a grievance process are permitted to be accompanied and assisted by a third party such as a family member, friend, counsellor or other professional support person if they so desire at any stage throughout the process. GTB will not bear the cost of any external consultant that the complainant invites to join her/him in this process.

The complainant and the respondent will not be victimized or discriminated against in any of the three stages of addressing a grievance as set out in this policy.

Records of grievances and their outcomes will be kept strictly confidential and filed in a separate file (not kept on the student or staff file) and stored in the office of the GTB for a period of five years. Parties to the complaint will be allowed supervised access to these records.

Anonymous grievances will be accepted; however, the lodger needs to be aware that:

- It is not possible to provide support to a person whose identity is not known to GTB;
- It is not possible to advise the lodger of the outcome of an anonymous complaint; and

- Depending on the information provided, it may not be possible to act in relation to the concerns raised. However anonymous grievances will be kept on file to ensure they can be referred to in the future if similar issues arise.

### Stages of the Grievance Procedure

The grievance procedures have **three stages** at which a complaint may be addressed. Each stage is free of cost. Complainants and/or respondents will also be provided with reasons and full explanations in writing for decisions and actions taken at every stage of the grievance process if they request this. The complainant and/or the respondent are permitted to be accompanied and assisted by a third party at any stage throughout the process.

In the **first instance**, grievances should be discussed with the person/s involved in an informal process. However, if this is impracticable, complainants should communicate his/her concerns with an academic staff member who is delivering the program or one of the Directors of Gestalt Therapy Brisbane.

This arrangement is free of charge. Every effort will be made to make a decision within fourteen days.

The **second stage** of the process at which a grievance is addressed as follows:

If unsatisfied with the response to the grievance or the time taken to resolve the matter, the complainant may submit the grievance in writing to the Chair, Academic Governance Body, Gestalt Therapy Brisbane and ask that the matter be dealt with at meeting of this committee. On receiving such a letter, the Chair will call for a meeting of the Academic Governance Body within a reasonable time, normally within 30 days of receipt of the grievance. Every effort will be made to make a decision within 30 days.

The **third stage** of the process at which a grievance is addressed is as follows:

If not satisfied with the decision as communicated by the Chair, Academic Governance Body the complainant may request that the matter be dealt with through an external dispute resolution process by the person/body appointed by the provider for that purpose. The details of this person/body are as follows:

GTB employs the Services of IAMA (The Institute of Arbitrations & Mediators Australia).

Grievances will be addressed within 30 days.

Where a student or potential student requests that a grievance be dealt with through an external dispute resolution process one of the above external reviewers will be appointed by a Director of GTB to investigate the grievance issues fully. The external reviewer will be contracted to interview the student or potential student and representatives from GTB who are involved in the grievance. They will be contracted to write a report on the matters at hand and to make a recommendation as to how the grievance can be resolved. The result of the external investigation will be communicated to the student or potential student within 30 days. The costs of this dispute resolution process and writing of the report and recommendations will be borne by GTB and will be free of charge to the complainant. GTB will not bear the cost of any external professional outside of the described process that the complainant asks to engage in the process or consults about the process.

If one of the external reviewers makes recommendations in relation to a grievance they have reviewed, the external review persons will forward those recommendations to the Director of Gestalt Therapy Brisbane within 14 days. This Director will ensure that the recommendations are implemented within 30 days.

The Directors GTB recognizes that grievances can be of an academic or non-academic nature.

**Academic-Related Grievances** refers to grievances on issues such as admissions, credit for prior study, student assessment, academic grades, curriculum and other course-related matters. All students of GTB can use these procedures to submit a grievance about an academic matter.

**Non-Academic Grievances** refers to grievances on three levels. Firstly, it deals with administrative matters such as institutional practices, financial issues, resources, marketing and access. Secondly it deals with issues of public behaviour, and the relationships that develop between and among colleagues, students, and members of the public. Finally, it deals with professional practice and other ethical or practice issues covered by the Institute’s Ethical Principles. These principles are outlined in Table 1.

Table 1. Gestalt Therapy Brisbane’s Ethical Principles

1	The working relationship between a Director, staff member, academic staff member, student and clients is governed ethically. It is a relationship, which is respectful, and valuing of each person who is part of it and the member has the primary responsibility for maintaining the ethical framework of that relationship;
2	A Director and staff member work in the best interests and for the welfare of students and clients;
3	A Director and staff member work within the limits of their competence, monitoring their effectiveness and recognizing the need for their on-going professional development;
4	A Director and staff member demonstrate integrity and openness to their students and clients, and can separate themselves from the relationship for self-reflection;
5	A Director and staff member do not exploit or harm their students or clients;
6	A Director and staff member respect the dignity, worth and uniqueness of all individuals and affirm their autonomy;
7	A Director and staff member recognize and respect diversity and differences between people. A Director and staff member do not practice, condone or abet unjustified discrimination or oppressive behaviour;
8	A Director and staff member respect privacy and preserve the confidentiality of information acquired during their work;
9	A Director and staff member work within the law; and,
10	Within the broader context, the above ethical principles are manifest whenever applicable in all the professional activities and relationships engaged in by a Director and staff member.

Where the grievance processes cannot resolve the grievance described above, the student or potential student will be advised of the appropriate legal bodies from which he/she can seek further assistance or advice. Gestalt Therapy Brisbane will not meet costs that are incurred by students or potential students in following through any external legal body.

1. Referral of complaint to PACFA: if students are dissatisfied with the results of their grievance complaint or the way the grievance process has been conducted they can make a formal grievance to PACFA (Psychotherapy and Counselling Federation of Australia). PACFA is a professional association for counsellors and therapists including Gestalt therapists and the education program offered by GTB is accredited through PACFA.
2. Mediation:

**Queensland:** The Department of Justice and Attorney-General runs Dispute Resolution Centres throughout Queensland. Students can request mediation at one of these Centres to resolve their concerns, however the Institute will need to consent to being involved, and any outcomes of mediation will not be legally binding. Students can find out more about mediation at: <https://www.qld.gov.au/law/legal-mediation-and-justice-of-the-peace/settling-disputes-out-of-court/mediation/>, or by telephoning: (07) 3239 6007 in Brisbane or 1800 017 288 from the rest of Queensland.

3. Administrative Tribunals: If the dispute involves student fees or other charges (including where the student feels that what the course delivered did not match the description given when they enrolled), students may be able to bring a claim before a Tribunal.

**Queensland:** Students can find out more about the Tribunal at: <http://www.qcat.qld.gov.au>, or by telephoning 1300 753 228. If a student is outside Brisbane they should contact their nearest Magistrates Court or community legal centre.

4. Anti-Discrimination: If the problem relates to the way a student has been treated by GTB due to matters such as sex, pregnancy, age, race, impairment, religion, political belief or lawful sexual orientation, students should contact the Anti-Discrimination Commission for further advice:

**Queensland:**

<http://www.adcq.qld.gov.au>  
ph 1300 130 670.

**Commonwealth:**

<http://www.humanrights.gov.au>  
ph: 1300 656 419

5. Legal action: For information on taking legal action to resolve a problem, student should contact their solicitor.

This policy is communicated to students, academic staff and support staff on the GTB website <http://www.gestalttherapybrisbane.qld.edu.au/policies>.

The Directors, GTB are responsible for the education of staff in the application of the policy in Brisbane. Each member of GTB's Staff have been informed of these grievance procedures in writing and have been directed to inform the student or potential student of GTB's grievance procedures in the event of a student or potential student expressing a grievance about any element of the program or their treatment within the program. Education in this grievance procedure will occur for all staff at the beginning of each academic year.

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law.

### **Privacy Statement**

All personal information collected by GTB is protected under the Privacy Act 1988 (Commonwealth of Australia). All information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No. 3 appendix - Overview 1 and 2**

**Overview 1: Informal Resolution of Difference GTB**

<p><b>Informal Process</b></p>	<p>If a person has a concern about any aspect of the education program or how he or she has been treated he or she is encouraged to talk directly with the person involved.</p> <p><i>Please note a person may wish to skip this Informal Process and move immediately into the Formal Grievance Process.</i></p> <p>A statement about handling grievances relating to the academic staff-student relationship follows this overview.</p>	<p>The Director, academic staff or staff member is to listen to the concerns of the person and to respond using the tools of conflict resolution. Directors, academic staff and staff members are requested to work towards a resolution of the process. They may need to draw on further resources to do this.</p> <p>Towards the end of this informal process, the Director, academic staff or staff member will ask the person who has raised concerns if he or she is satisfied with the resolution. If the person expressed they he or she is not satisfied the Director, academic staff or staff member will invite the person into the formal Grievance Process as described in Policy No 3 GRIEVANCE POLICY AND PROCEDURE. A copy of this Policy will be given to the person making the complaint and is available on the GTB Website.</p>
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**Overview 2: Formal Grievance Process as described in Policy No 3 Grievance Policy and Procedure**

<p><b>1<sup>st</sup> Stage</b></p>	<p>The Complainant communicates his/her grievance in writing to a staff member, academic staff or Director stating that he or she has entered a formal Grievance Procedure. The complainant will describe the nature of the grievance.</p>	<p>A Director of GTB is informed that a grievance has been made formal.</p> <p>The complainant and the staff member, academic staff or Director work towards a resolution of the process. They may need to draw on further resources to do this.</p> <p>The Director will make every effort to make a decision within fourteen days. This decision will be communicated to the Complainant together with an invitation to take the next step in the Formal Grievance Process as described in Policy No 3.</p>
<p><b>2<sup>nd</sup> Stage</b></p>	<p>The Complainant submits the grievance in writing to the Chair, Academic Governance Body (AGB), Gestalt Therapy Brisbane and asks that the matter be dealt with at a meeting of this committee.</p>	<p>On receiving such a letter, the Chair will call for a meeting of the Academic Governance Body (AGB) within a reasonable time, normally within 30 days of receipt of the grievance. Every effort will be made to make a decision within 30 days. <i>(The GTB AGB will establish a Grievance Resolution committee to handle a complaint when it occurs).</i></p> <p>The Chair will communicate the decision to the complainant together with an invitation to take the next step in the Formal Grievance Process as described in Policy No 3.</p>
<p><b>3<sup>rd</sup> Stage</b></p>	<p>The Complainant communicates to Chair, Academic Governance Body and requests that the matter be dealt with through an external dispute resolution process by the persons appointed by the Director for that purpose.</p>	<p>GTB contracts the Institute of Arbitrations and Mediators Australia to deal with the grievance</p> <p>Grievances will be addressed within 30 days and the results communicated to the complainant together with details of the appropriate legal bodies from which he/she can seek further assistance or advice.</p>

**Policy No. 3 appendix - Overview 3**  
**Statement regarding the handling of grievances relating to the**  
**Academic Staff/Director-Student relationship**

Gestalt Therapy Brisbane acknowledges that the most common form of complaint that will emerge for GTB will result from a breakdown in the relationship between the academic staff/Director and student.

GTB wishes to acknowledge that this break down in relationship between academic staff/Director and student needs to be addressed in a sensitive and comprehensive manner and that resolution strategies must be cognisant of the power issues that are inherent in the academic staff–student relationship. GTB acknowledges that academic staff, year coordinators and Directors have a position of authority within the education program in that they observe, assess and give feedback to students on their progress within the educational setting. They also make recommendations as to a student’s suitability within the program.

Accordingly, GTB makes known to its students its willingness to address the issues of students in a supportive and professional manner. It does this verbally when working with students and in written form in the Student Handbook. GTB also makes public the student’s right to take their grievance to GTB’s formal Grievance Procedure.

Firstly, GTB works towards the resolution of grievances through the Informal Resolution of Difference processes (See Overview 1).

Students are invited to bring their concerns to the person involved or if this is difficult to another academic staff member or the Director.

When a student has approached an academic staff member/Director with a grievance the academic staff member/Director encourages the student to voice his or her concerns. When this is difficult for the student an academic staff member/director other than the person to whom the grievance is directed may assist the student to voice their concerns. A student will be supported to take the issue of his or her concerns to personal therapy in order that he or she may heighten awareness of the issues involved and the matter he or she wishes to voice.

Another academic staff member and/or Director support an academic staff member/Director who is involved in a breakdown of relationship with a student in order that this academic staff member/Director may work appropriately towards grievance resolution.

Appropriate time will be put aside for the communication and resolution of the grievance.

Resolution of the grievance may involve a process of facilitation of communication between the persons involved by another academic staff member/Director. The person chosen must be an agreeable person to both persons involved in the grievance.

The student and academic staff member may bring a third party with them to the resolution process to act as a support person.

If the breakdown in relationship between the academic staff member/Director and student cannot be resolved through the above informal resolution process the student and/or academic staff member will be asked if they wish to enter the formal Grievance Procedure and both will be given a copy of GTB’s Policy No 3: Grievance Policy and Procedure and information as to how to activate a formal Grievance Procedure.

**Policy No. 3 appendix - Overview 4****Statement regarding the handling of complaints relating to  
Academic Staff Members and Staff Members**

Gestalt Therapy Brisbane acknowledges that at times complaints will arise from academic staff members, staff and guest academic staff contracted by GTB. Please note that any staff performance management processes will be dealt with separately from this complaints process.

GTB wishes to acknowledge that any break down in relationship at GTB between, its academic staff, director or committee members needs to be addressed in a sensitive and comprehensive manner and that resolution strategies must be cognisant of the power issues that are inherent in the academic staff/staff–Institute relationship. GTB acknowledges that Directors have a position of authority within the education program in that they contract, observe, give feedback and make payments for work completed to academic staff and staff members.

Accordingly, GTB makes known to its academic staff and staff its willingness to address their issues in a supportive and professional manner. It does this verbally when working with academic staff and staff and in written form in the Staff Handbook. GTB also makes public the academic staff and staff member's right to take their complaint to GTB's formal Grievance Procedure.

Firstly, GTB works towards the resolution of grievances through the Informal Resolution of Difference processes (See Overview 1).

All staff and visiting educators are invited to bring their concerns to the person involved or if this is difficult to another academic staff member or the Director.

When an academic staff or staff member has approached a director with a grievance the director encourages the academic staff or staff member to voice his or her concerns. When this is difficult for the academic staff or staff member, a Director other than the person to whom the grievance is directed may assist the academic staff or staff member to voice their concerns. An academic staff or staff member will be supported to take the issue of his or her concerns to personal therapy in order that he or she may heighten awareness of the issues involved and the matter he or she wishes to voice.

Another academic staff member and/or Director support an academic staff member/Director who is involved in a breakdown of relationship with an academic staff or staff member in order that this academic staff member/Director may work appropriately towards grievance resolution.

Appropriate time will be put aside for the communication and resolution of the grievance.

Resolution of the grievance may involve a process of facilitation of communication between the persons involved by another academic staff member/Director. The person chosen must be an agreeable person to both persons involved in the grievance.

The academic staff or staff member may bring a third party with them to the resolution process.

If the breakdown in relationship between the academic staff/staff member and academic staff member/director cannot be resolved through the above informal resolution process the academic staff or staff member will be asked if they wish to enter into the formal Grievance Procedure and both will be given a copy of GTB's Policy No 3, Grievance Policy and Procedure and information as to how to activate a formal Grievance Procedure.

**Policy No 4A****CREDIT POLICY**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

This policy sets out the basis on which credit is awarded for successful completion of subjects towards the courses offered by Gestalt Therapy Brisbane (GTB):

- Graduate Certificate in Gestalt Therapy, a part-time one-year program; and
- Master of Gestalt Therapy, a part-time additional three-year program. The Graduate Certificate in Gestalt Therapy is nested in the Master of Gestalt Therapy.

**Related policies**

- Policy No. 4B: Recognition of Prior Learning and the Granting of Credit
- Policy No. 6A: Assessment and Completion of Education
- Policy No. 14: Cheating and Plagiarism

**Access to this policy**

This policy is available on the GTB website <http://www.gestalttherapybrisbane.qld.edu.au/policies>

**Credit points**

Credit points are awarded for the successful completion of subjects undertaken toward the above courses. A credit point is a uniform unit of measure of the workload associated with individual subjects. Each credit point is equivalent to approximately 1 hour of student workload/week, incorporating both subject tuition and personal study.

The credit point value for each subject takes account of student workload for various teaching and learning requirements of the subject including attending tuition, undertaking clinical practice and supervision, personal study and assessment tasks and any other teaching/learning strategies appropriate to the subjects.

There are 33 credit points for each year of study, except for Year 1, which commences with a lighter load in semester 1 as set out below, and Year 4 which contains an additional 5 credit point subject in semester 2.

**Student workload**

Students undertake two subjects each semester covering the theory Gestalt therapy (TG subjects) and the practice of Gestalt therapy (PG subjects). Semester subjects comprise 40 hours tuition, other than semester 1 Year 1 subjects which comprise 32 hours tuition.

Each year, in addition to semester subjects, students are required to undertake a minimum 10 hours of personal therapy (EG subjects).

Practice of Gestalt therapy subjects in Years 2, 3 and 4 require students to undertake clinical practice and supervision both within and in addition to scheduled tuition. The workload requirements in Year 4 are significant and are met through an additional subject: SP400 comprising 20 hours of clinical practice and 5 hours of clinical supervision.

Students are expected to undertake personal study in addition to scheduled tuition. It is recommended that students undertake 3 hours of personal study for every hour of scheduled tuition including participating in year-cohort study groups for 15 hours each semester. Where semester subjects require extra-tuition hours of clinical practice and supervision, the hours of recommended personal study time are commensurately reduced.

**Credit point allocation**

Semester subjects (other than semester 1 Year 1) comprise up to 160 hours total student workload including 40 hours tuition, extra-tuition practice hours where required and up to 120 hours personal study. This equates to approximately 8 hours student workload/week. Students are awarded 8 credit points for each successfully completed semester subject (other than semester 1 Year 1).

Semester 1 Year 1 subjects comprise up to 128 hours total student workload including 32 hours tuition and 96 hours personal study. This equates to approximately 7 hours student workload/week. Students are awarded 7 credit points for the successful completion of each semester 1, Year 1 subject.

Personal therapy subjects are undertaken over both semesters of the academic year and comprise up to 40 hours total student workload including 10 hours therapy and 30 hours personal study/ preparation and reflection. This equates to approximately 1 hour student workload/week. Students are awarded 1 credit point for each successfully completed personal therapy subject.

The Year 4 additional practice subject (SP400) comprises 100 hours total student workload including 20 hours of clinical practice, 5 hours of clinical supervision and 75 hours personal study/preparation and reflection. This equates to approximately 5 hours student workload/week. Students are awarded 5 credit points for successful completion of this subject.

As each assessment task addresses a significant aspect of Gestalt Therapy education, each assessment task must be passed for a student to be considered to have successfully completed the subject.

Further details regarding student workload are provided in the table below. Specific subject requirements are provided in subject outlines and in Information Packs provided to students at the commencement of the academic year.

**Attainment of awards**

Successful completion of all subjects and course requirements is required for attainment of the Master of Gestalt Therapy, which equates to 135 credit points for the course.

Successful completion of all Year 1 subjects and requirements is required for attainment of the Graduate Certificate in Gestalt Therapy, which equates to 31 credit points for the course.

**Accountabilities**

It is the responsibility of the Academic Governance Body to ensure compliance with this policy.

# POLICIES AND PROCEDURES HANDBOOK

Author: Directors GTB

Approved: CGB & AGB

Review each November

Year	Sem	Subject	Student contact hours incorporating:							Personal study hours 3 hours for every 1 hour of tuition incorporating:		Total hours	Hours/ week	Credit points
			Scheduled tuition	Clinical practice within tuition	Clinical supervision within tuition	Clinical practice additional hours	Clinical supervision additional hours	Personal therapy	Total	Study Group	Total			
1	1	TG100	32						32	7.5	96	128	7.1	7
		PG100	32						32	7.5	96	128	7.1	7
	2	TG101	40						40	7.5	120	160	8.8	8
		PG101	40						40	7.5	120	160	8.8	8
	1 & 2	EG100						10	10		30	40	1.1	1
2	1	TG200	40						40	7.5	120	160	8.8	8
		PG200	40			2	1.5		43.5	7.5	120	160	8.8	8
	2	TG201	40						40	7.5	120	160	8.8	8
		PG201	40			3	1.5		44.5	7.5	120	160	8.8	8
	1 & 2	EG200						10	10		30	40	1.1	1
3	1	TG300	40						40	7.5	120	160	8.8	8
		PG300	40	2		6	3.5		49.5	7.5	111	160	8.8	8
	2	TG301	40						40	7.5	120	160	8.8	8
		PG301	40	5		4	5.5		49.5	7.5	110	160	8.8	8
	1 & 2	EG300						10	10		30	40	1.1	1
4	1	TG400	40						40		120	160	8.8	8
		PG400	40			8	4		52		108	160	8.8	8
	2	TG401	40						40		120	160	8.8	8
		PG401	40	2					40		120	160	8.8	8
		SP400		20	5				25		75	100	5.5	5
1 & 2	EG400						10	10		30	40	1.1	1	
<b>Total</b>			624	29	5	23	17	40	719	90	1,946	2,666	17 - 24	135

**Policy No 4B****RECOGNITION OF PRIOR LEARNING  
AND THE GRANTING OF CREDIT**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

This document sets out Gestalt Therapy Brisbane Pty Ltd policy in relation to the Recognition of Prior Learning (RPL) for the purposes of granting credit towards the completion of the Master of Gestalt Therapy studied at Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No. 4A: Credit Policy
- Policy No. 8A: Criteria and Procedures for Selection of Students

**Accessing this policy**

This policy is available on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

**Policy statement**

Gestalt Therapy Brisbane will give recognition of prior learning and grant credit for previous study where students transfer from a Gestalt therapy education program approved by Psychotherapy and Counselling Federation of Australia (PACFA) or equivalent into the Gestalt Therapy Brisbane Master of Gestalt Therapy.

The Master of Gestalt Therapy provides graduates with skills in this specific therapeutic model. GTB does not grant credit for study undertaken that is not Gestalt therapy specific or where Gestalt therapy is not the primary emphasis. GTB will only consider granting credit for study undertaken in a Gestalt therapy education program, or in an equivalent accredited program.

**Procedure: students wishing to transfer from another institute:**

Students who wish to apply for recognition of prior learning and the granting of credit must present a letter of recommendation from their Director of Education, an Academic Transcript of study undertaken, and detail of course curriculum. Upon receipt of these a Director of GTB will make contact, where possible, with the relevant institute or person.

Students who wish to enter the Master program need to fulfil the entry requirements as described in GTB Policy No. 8: Criteria and Procedures for Selection of Students;

Students who wish to enter GTB's Year 4 Master program from a completed Gestalt therapy education program may need to submit their last year of training assessment work for evaluation by the Directors of GTB to ensure that their work is up to Master standard. If the work is not judged to be up to Master standard students wishing to obtain credit for previous study may be asked to enrol in the 3<sup>rd</sup> or 4<sup>th</sup> Year of the Master program;

It is important that all students who are granted credit into the GTB Master program are sufficiently prepared to undertake Master level studies. This is important to ensure the success of prospective students and to protect the integrity of the qualification awarded.

Enrolment and successful completion of education at a Gestalt therapy education program does not guarantee admission to GTB;

Previous education at a Gestalt therapy education program must have been completed no more than three years before the date of application to Gestalt Therapy Brisbane; and,

Gestalt Therapy Brisbane will only give recognition of prior learning and credit transfer on the successful completion of whole years of study and requires that each aspect of a student's prior learning within the period credit is sought for must have been successfully completed for the granting of credit to be considered. Due to the integrated structure of theory and practical work over a whole year, GTB does not recognise the completion of individual subject work or semester work.

**Procedure: Students who interrupt their studies**

Recognition of credit for students who interrupt their studies at GTB is limited in the following ways.

- I. Students must complete their Master studies at GTB within a 7-year period;
- II. Students must take no more than 2 breaks out of the 3-year Master program; and,
- III. Students must not have more than a 3-year break between one year and the next. Students who do not fulfil the requirements of I, II and III may be asked to reenrol in their last year of education.
- IV. Students must enrol in a whole year of study and complete all units for that year to progress to the next year. There is one exception to this rule in Year 4. Students may complete year 4 over two years, enrolling in PG400 Gestalt Practice and Supervision I, EG400 Reflection and Experience of Psychotherapy, TG401 Psychotherapy: Common Clinical Issues and PG401 Gestalt Practice and Supervision II in the first year; and enrolling in TG400 Theory, Research and Practice and SP400 Gestalt Practice and Supervision III in the following year. It is expected that students who engage in their 4<sup>th</sup> year of study over two years will do that over consecutive years. Students who are unable to do that must ask for an exemption from the Director.
- V. The Directors will be responsible for making a decision about whether a student will be enrolled into the GTB program and at which year the student needs to enter the program.

**Decisions regarding the granting of credit**

The Directors of GTB are responsible for decisions about recognising prior learning and granting credit. The Directors could seek the advice of the Academic Governance Body. Decisions regarding the recognising of prior learning and the granting of credit will be communicated to applicants in writing in a timely manner.

Students who are dissatisfied with the decision of the Directors may make application to the Academic Governance Body (AGB) for a review of the decision in accordance with Policy No. 3: Grievance Policy and Procedure. Students should provide the AGB with a full copy of their application for credit, all information provided with the decision of the Directors and a statement outlining their reasons why they believe credit should be granted.

**Privacy Statement**

All personal information collected by GTB is protected under the Privacy Act 1988 (Commonwealth of Australia). All information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No 5****CRITICAL INCIDENT MANAGEMENT**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To promote security and safety of students enrolled in Gestalt Therapy Brisbane Pty Ltd courses at Gestalt Therapy Brisbane (GTB) and the staff of GTB.

**Statement**

GTB recognise that critical incidents will happen from time to time. Recording critical incidents will assist GTB to provide a healthy and safe environment and addresses responsibilities towards people impacted by an incident.

Staff and/or students are to record critical incidents that occur in any way in the functioning of GTB.

**Related policies**

- Policy No. 3: Grievances and Complaints Procedures
- Policy No. 11: Health and Safety
- Policy No 16A: Risk Management Policy
- Policy No 16B: Risk Management Framework
- Policy No. 18: Guidelines for the Management of Experiential Tuition, Study Groups and Clinical Practice and Supervision
- Policy No. 19: Fair Treatment

**Accessing this policy**

This policy is available on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

**Definitions**

Critical incidents are, in the first instance, incidents deemed critical by a participant or observer of an incident.

GTB take every precaution to avoid critical incidents through GTB risk management processes: investigating and analysing the likelihood of events and taking reasonable action to mitigate against the event happening. GTB's Risk Management Policy, Framework and Register must be used in conjunction with this policy.

Critical incidents include, but are not limited to:

- Accidents resulting in injury or potential injury;
- Harassment, sexual harassment and sexual assault;
- Sudden health issues of a serious nature;
- Property or facility malfunctions that create an actual or potential safety or health hazard for students, staff or visitors;
- Incidents occurring in the education program, that are of sufficient concern relating to perceived lack of physical, mental, or emotional safety of participants, including within tuition, clinical practice or supervision or any other tuition-related activity; and
- Threats or events of violence of any sort.

Critical incidents may arise as a result of actions, whether intended or not, by:

- Staff, students, guests and clients of the education program;
- Associates of staff, students, guests and clients of the education program; and
- Unrelated third parties.

Critical incidents may also arise as a result of:

- Wear and tear on property and facilities; and
- Weather and other natural events.

## **Distress arising from engaging with interpersonal issues**

During engaging in the GTB education program, participants can become distressed when working through interpersonal issues. This is regarded as a normal consequence of undertaking the education, and immediate support from academic staff and facilitators is available.

Critical incidents are the uncommon incidents where an academic staff member or student believes:

- a participant is leaving the premises with unresolved immediate issues, and little evidence of sufficient external and internal support for containment; and
- a participant has been the recipient or initiator of an action that raises serious concerns regarding the nature of the interaction in the context of the values of the organisation (e.g. verbal or physical abuse).

## **Procedures**

Where the health or safety of anyone is at immediate risk:

1. A first aid officer should be alerted if on site if the matter relates to injury. **NB:** all GTB counsellors and therapists are encouraged to hold a current first aid certificate; and/or
2. Emergency services should be contacted immediately.

If a student is threatening to leave the program and the academic staff member judges that the student is not emotionally stable:

1. The academic staff member must suggest that the student stay on the premises until the academic staff member can speak to that person privately;
2. The student will be requested to sit apart from the student body until the academic staff member has been able to speak with them;
3. Academic staff will consider actions that need to be taken for the student, any other individuals and with the student body.

**A Critical Incident Report must be completed as soon as is possible after the event.**

## **Action after the critical incident:**

1. A Director must be informed of the critical incident within 24 hours. A course of action will be agreed to, which may include:
  - immediate follow up with participants involved;
  - filing a report for subsequent referral of the student to counselling or assistance as required;
  - recommendation that a grievance process be initiated;
  - accessing GTB insurance policies;
  - taking steps to address physical safety issues;
  - reviewing health and safety procedures;
2. The academic staff member who handled the incident will contact the student/s involved in the critical incident within 24 hours to confirm their health and safety; and,
3. A Director will inform the Chair, Corporate Governance Body of the incident and the action that has been taken.

## **Record**

Two copies of the report will be filed. One in the respective student's file and the other in a file that is expressly set aside for the retention of Critical Incident Reports.

## **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). All information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No 6A****ASSESSMENT AND COMPLETION OF EDUCATION PROGRAM**  
**Including learning outcomes and graduate attributes**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To set out the basis for assessment of student work completed in relation to courses offered by Gestalt Therapy Brisbane Pty Ltd studied at Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No. 6B: Student Support
- Policy No. 6C: Moderation of Student Assessment
- Policy No. 4A: Credit Policy
- Policy No. 14: Cheating and Plagiarism
- Policy No. 8B: Termination of Student Enrolment

**Accessing this policy**

This policy is available on the GTB website.

**Assessment**

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference is a judgment about the learning itself. Assessment shapes the learning that takes place. What students learn and how they learn it reflects closely the methodology and philosophy of Gestalt therapy and consequently the purposes and aims of the course of study.

Gestalt Therapy Brisbane holds to the importance of formal assessment to enhance learning. Feedback that is clear, informative, timely and relevant when given to students has the potential to improve and promote learning. In addition, formal assessment ensures that GTB meets satisfactory completion requirements in its accredited awards. It is particularly important for GTB in maintaining academic accountability to our accrediting bodies, Tertiary Education Quality and Standards Agency (TEQSA), and the Psychotherapy and Counselling Federation of Australia (PACFA).

Assessment also has the potential to improve the quality of the curriculum offered to students and of evaluating the effectiveness of teaching processes. GTB is committed to evaluating the effectiveness of its teaching and learning processes through a review of its assessment pieces.

Assessment methods take a variety of forms over the four-year program. These include journaling, personal reflection, workbook activities, short answer or multiple-choice questions, research assignments, an annotated bibliography, oral presentations, an academically rigorous Literature Review, supervision of clinical client work, facilitation of group processes and critical analysis of practical work. In addition, GTB uses a competency framework to inform discussion amongst academic staff and students, around student personal and practice development. Students will also be judged on their attendance (90% requirement for both weekend and residential attendance) and contribution to theoretical discussion and in class activities. The assessment of their success in these endeavours will be given to students in the second semester each year meeting with the Year Coordinator or a Director of GTB. The key criterion for choice among methods of assessment is the appropriateness to the learning outcomes.

**Assessment criteria**

Assessment is criteria based rather than norm referenced and includes individual and collaborative achievement. Assessment criteria are provided for each subject and have been mapped against course and subject learning outcomes and graduate attributes that the course aims to achieve. This ensures that student progress towards the learning outcomes and graduate attributes is measured by the assessment tasks.

Course learning outcomes are specific to requirements to graduate as a Gestalt therapist and are set out in appendix 1. Subject learning outcomes are specific to Gestalt therapy requirements and are provided for each subject within year information documents.

Graduate attributes are the generic skills students achieve through Gestalt therapy studies and are set out in appendix 2. These generic skills comprise broad categories:

- Fundamental skills such as literacy and numeracy appropriate to the level and qualification type;
- Thinking skills such as learning to learn, decision making and problem solving;
- People skills such as working with others and communication skills; and
- Personal skills such as self-direction and acting with integrity.

**Assessment of academic English language proficiency**

The following assessment elements support assurance of student academic language proficiency:

- Written assessment tasks
  - Criteria for assessing progress toward graduate attribute: *Academic Literacy* is provided for each piece of written assessment
- Practical assessment tasks
  - Criteria and the tools for assessing progress toward graduate attribute: *Effective interpersonal communication and engagement* is provided for each practical assessment task
- Engagement in tuition
  - Criteria and the tools for assessing progress toward graduate attribute: *Effective interpersonal communication and engagement* is provided for each practical assessment task.

**Assessment requirements and assessment grading**

The requirements for student success are made clear to students in the assessment criteria sheets that are available with each piece of assessment. The overall strategy for assessment is to develop in students the ability to evaluate the quality of their own work to equip them to function as professionals with a commitment to life-long and life wide learning and adult learning principles.

As noted, assessment practices within GTB are based on the general principles of criteria-based assessment. This demands that:

- Desired learning outcomes for a course of study are clearly specified;
- Assessment tasks are designed to indicate progress towards the desired learning outcomes; and,
- Assessment grades are a measure of the extent to which the learning outcomes have been achieved.

The standard of performance that is required for the award of a grade is a judgment that is based on the professional expertise of the various academic staff. GTB academic staff contribute to the assessment processes and are informed by experience with accepted standards, including, where appropriate, standards in other institutions. GTB is committed to benchmarking the quality of its assessment pieces throughout each year and to benchmarking the quality of student work and the standard of grade allocated to specific student work. Relevant academic staff conduct an internal moderation process each year.

There is no pre-determined distribution of grades as the outcome of assessing a group of students.

GTB acknowledges that its students in the four-year program are adult learners and as such must be in control of their own learning within the confines of their busy lives. It also acknowledges that formal academic assessment may raise issues for an individual that makes the completion and submission of assessment work difficult.

**It is an expectation that students will submit their assessment items on time.**

## Extension Requests

Students who ascertain that they cannot complete an assessment item by the due date are to email [contact@gestalttherapybrisbane.qld.edu.au](mailto:contact@gestalttherapybrisbane.qld.edu.au) (GTB) and request an extension. A two-week extension will be given upon this request. Please note that all extension requests must be submitted at least ONE WEEK before an assessment item is due. A formal acknowledgement by email will be given to students as soon as possible after receipt of the initial two-week extension request.

## SPECIAL CONSIDERATION

Students can only be granted a further extension beyond the first two-week extension through the submission of a Special Consideration request. **This request must be submitted at least one week before the assignment is due.** This request must be formally applied for using the Special Consideration protocol identified in Policy No 17: Special Consideration. The granting of Special Consideration is time limited and assignment item limited. It is expected that even with Special Consideration all assignments for a year will be completed by the end of the second week of December. A grade for each student will be recorded at the end of each semester for every subject according to the Grading Table. A document will be generated at the end of each semester that displays this allocation of grading. When a student successfully completes an incomplete subject the appropriate records at GTB and will be adjusted. This adjustment may fall outside of the end of semester time frame.

**A formal acknowledgement of the Special Consideration request will follow the process identified in Policy No 17: Special Consideration.**

Students who submit assessment item work:

- After the due date without requesting an extension/Special Consideration request as per the conditions above; or,
- After the two-week extension date; or,
- After the date negotiated in the Special Consideration request,

will be downgraded on their assignment work by one grade. That is a Distinction will be awarded a Credit grading and a Credit will be awarded a Pass grading. Students who submit work at a Pass Grading will maintain this grading. Students who demonstrate on an ongoing basis that they cannot submit assessment items on time may be asked to give cause as why GTB would consider reenrolment in a subsequent year. Please note that only one Special Consideration request will be granted for each assessment item.

**Requests for assignment extensions will not be accepted by any other form of communication than that referenced above.**

All **First Semester** assessment items must be completed by 14 August. All assessment items submitted after this date (when Special Consideration hasn't been given) will receive **at the very best a PASS grading and will attract a \$100 per assignment late submission fee.** Students must submit their assessment with the \$100 per assignment late submission fee. If an assessment item which has been granted special consideration is not submitted by the agreed date it will be treated as a late submission and as such will be downgraded and attract the \$100 late submission fee.

All **Second Semester** assessment items must be completed by the end of the Academic Year, that is before the end of the second week of December. Failure to submit assignments by this due date will incur \$100 per assessment late submission fee and at the very best a Pass grading. Students must submit their assessment with the \$100 per assessment late submission fee. Also, students may incur the following:

- Non-acceptance of assignments, even if student has paid the late submission fee;
- A full or partial reenrolment with subsequent charge for the subjects that are incomplete;
- Non-enrolment in the subsequent year of the education program.

**Outstanding assessment Items**

Students who do not complete written or practice assessment within the given period can be asked to repeat a year of the education program or an element of the education program. Re-enrolment will attract a charge. The conditions of reenrolment will be determined by the Directors in consultation with the Year Coordinator. These conditions will be outlined in a modified Student Agreement.

Students must complete all attendance and assessment elements of their current year of education before they can proceed to the next year of education.

**Recycled Assignment** work needs to be completed within the time limit negotiated with a Director or Year Coordinator.

All written assessment work is fully described for students on the criteria sheet. Assessment of work must be based on the requirements of the criteria sheet. The criteria sheet displays a due by date for the submission of the assignment. Students are required to submit their written assignment work on or before the due date. Students are required to attach the criteria sheet to the front of their assignment. Assignments are to be posted or hand delivered to the Institute. Students are also required to submit an electronic copy through the GTB Moodle site. The post mark date will be accepted as the submission date for posted assignments.

**Assessment Grading**

Assessment grades are generally based on a recycle, pass, pass completed, credit and distinction system. Students must pass all assessment work and meet attendance requirements for one year before they will be admitted into any subsequent years. If a student receives a recycle grading the student must work with the year co-ordinator in the resubmission of the assignment. This recycled assignment must be submitted in a one-month period. Any assignment submitted after the one-month period will be submitted as a late submission. Recycled assignments will receive a maximum pass grading.

Gestalt Therapy Brisbane will issue an academic record when a student completes his or her Graduate Certificate in Gestalt Therapy and Master of Gestalt Therapy at GTB. A student may request an Academic Record at any time throughout their studies for the purposes of employment or additional study. The list of possible results is displayed in the following table.

<b>Grading</b>	<b>Abbreviation</b>	<b>Marking criteria</b>
<i>Distinction</i>	<i>D</i>	<i>85-100% - Has demonstrated a very high level of achievement.</i>
<i>Credit</i>	<i>C</i>	<i>75-84% - Has met the requirements of the subject to a high degree.</i>
<i>Pass Completed</i>	<i>PC</i>	<i>Practical assessment where numerical grading is not relevant.</i>
<i>Pass</i>	<i>P</i>	<i>50-75% - Has met the requirements of the subject.</i>
<i>Fail</i>	<i>F</i>	<i>Less than 50% or incomplete work has not been submitted by agreed date.</i>
<i>Results incomplete/ Results withheld</i>	<i>I</i>	<i>Students have not met the full subject requirement and have negotiated an extension of time for submission</i>
<i>Deferred</i>	<i>D</i>	<i>Withdrew from this subject, may re-enrol</i>
<i>Withdrew</i>	<i>W</i>	<i>Withdrew from the course</i>
<i>Terminated</i>	<i>T</i>	<i>Enrolment terminated by GTB – reasons stated.</i>

**Incomplete practice or assessment work will have implications for further education**

Students who have incomplete written or practice assessment work by the Friday of the second week of December may not be accepted into the next year of the education program. Students who have significant issues that may delay the submission of assessment and practice items may apply for Special consideration as per the Policy No. 17 Special Consideration.

Those students that are granted Special consideration and submit their assessment item/s after the Friday of the second week of December will be charged \$100 late submission fee for each late assessment item.

Students who have incomplete assessment work will not be eligible for any of the academic awards given by GTB, or eligible for Intern membership of PACFA or similar professional association, or a recommendation for entry into another accredited Gestalt therapy education program.

**Assistance in the engagement in education and the completion of assessment items**

Students can expect that academic staff will assist them in understanding the requirements of the education program and assessment and in meeting the expectations around the completion of each assessment item. Time will be allocated during designated education hours to explore assessment requirements and to make these clear to students. Students are given written directions for each assignment item together with a Criteria Sheet describing how correction will occur. Students are also supplied with an Assignment Writing Guide. This guide details written assignment requirements, APA referencing and formatting style conventions and other helpful information about writing an assignment. It is acknowledged that some students find written assessment work particularly challenging. Academic staff will respond to students who request additional assistance.

In addition, students can access Year Coordinators and academic staff for consultation regarding meeting the requirements of the courses offered, or other issues related to their education. This may be done by email, phone or arranged appointment at a time convenient to both student and academic staff. Students will be offered an opportunity to submit a draft of a written assignment to an academic staff member to assist them in growing in their understanding of academic requirements.

It is also recommended that students who have difficulty with academic writing employ the services of a tutor.

**Assessment and successful completion of a year of study**

To successfully complete a year of study and be eligible to progress to the next year, students must:

- Successfully complete each assessment task of each subject. As each assessment task addresses a significant aspect of Gestalt therapy education, each assessment task must be passed for a student to be considered to have successfully completed the subject. A low pass grading is still considered a pass grading; however, students who receive two low pass gradings for first semester subjects must negotiate a learning plan with their year coordinator to proceed into second semester. Students who have received two low passes in first semester and receive two low pass gradings for second semester subjects will be ineligible to proceed to the next year of education. Two low pass gradings in second semester will result in engagement with the year coordinator who will work with the students on a learning plan to support transition into the next year of study. The year coordinator of the subsequent year will be informed of the learning plan and be asked to engage with the student in this plan.
- Successfully complete each subject; and
- Meet all tuition attendance requirements.

**Attendance Requirements**

Students are required to attend 90% of face to face education for both the weekends and the residential components. If students suspect that they are not going to complete the 90% proportion of education for both weekends and the residential they are asked to speak to their year coordinator. Students who fall below 90% attendance but not below 80% attendance for both the weekends and the residential components may negotiate to engage in a non GTB course Gestalt therapy workshop. The workshop must be relevant to the year of

education and needs to be approved by the Coordinator of the year. The workshop cost must be borne by the student.

**Students who do not complete the attendance requirements cannot proceed to the next year of education.**

A number of weekends throughout the year are compulsory for the successful completion of the year. Students will be informed of these weekends at the beginning of an education year. Lack of attendance at such a weekend, even if a student completes 90% of the education in the year, will mean that students will be asked to attend this weekend in the following year. This attendance will attract a charge.

### **Residential Attendance**

The Residential is an important element of the GTB program. It provides a unique experiential learning opportunity and contains significant assessment processes. Students are required to attend the residential if they are to proceed to the next level of education. In unforeseen circumstances where a student finds he or she is unable to attend the residential, the student will not be able to proceed into the subsequent year of the education program. However, this student can apply to attend the residential in the next year. In this way the student will fulfil the residential requirements and get to know the cohort they will join in the subsequent year.

### **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). All information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No. 6A: appendix 1**  
**Gestalt Therapy Brisbane - Course Learning Outcomes**

Australian Qualifications Framework Specification	Graduate Certificate in Gestalt Therapy	Master of Gestalt Therapy
Summary	<p>Graduates are qualified to apply Gestalt principles in a range of settings involving non-therapeutic helping relationships with individuals and groups, and in group and organisational settings.</p> <p>Graduates have the theoretical base and prerequisite qualification for entry into the Master of Gestalt Therapy.</p>	<p>Graduates are qualified Gestalt therapy practitioners with an ability to work in professional practice across a range of issues with individuals, groups, couples, families and in organisational settings.</p> <p>Graduates are eligible for Intern membership of the Psychotherapy and Counselling Federation of Australia (PACFA) and can then complete requisite practice to seek provisional and later clinical registration with PACFA</p>
Knowledge	<p>Graduates have specialised knowledge of the core concepts of Gestalt therapy theory and methodology and where Gestalt therapy sits within the discipline of psychotherapy.</p> <p>Graduates know how Gestalt therapy theory and methodology can be applied to:</p> <ul style="list-style-type: none"> <li>• enhance understanding of the self and engagement with others;</li> <li>• enhance non-therapeutic helping relationships with individuals and groups; and</li> <li>• work effectively in group and organisational settings.</li> </ul> <p>Graduates understand the ethical issues that arise in working in helping relationships.</p>	<p>Graduates have mastery of the technical and cognitive theory of Gestalt therapy and psychotherapy and their methodologies including recent developments in the discipline of psychotherapy that inform Gestalt practice;</p> <p>Graduates have a critical understanding of the complexity of issues in the lives of individuals and the manifestation of these as they present as clinical issues for counselling and psychotherapy;</p> <p>Graduates have a critical understanding of the social, cultural and developmental field in which counselling and psychotherapy occurs; and</p> <p>Graduates have knowledge of research principles and methods and how these can be used to enhance their own practice.</p>
Skills	<p>Graduates have cognitive skills to work with complex communication and interactions, including responding to sensitive personal experiences of others, in one-to-one, group and organisational settings:</p> <ul style="list-style-type: none"> <li>• accurately observing their own experience and interactions and the interactions of others;</li> <li>• synthesising knowledge to critically analyse their own experience and interactions and interactions of others, and to articulate their own style of engaging with self and others within core Gestalt theory concepts;</li> <li>• synthesising knowledge to identify emerging issues, including ethical issues; and</li> </ul>	<p>Graduates have cognitive, technical and creative skills to demonstrate their mastery of Gestalt therapy theory and methodologies to analyse and synthesise complex information, problems, concepts and theories relating to human experience and interactions.</p> <p>Graduates have effective communication skills to engage with individuals and groups in therapeutic relationships and to engage effectively in group and organisational settings.</p> <p>Graduates have cognitive, technical research and creative skills to investigate Gestalt theory and methodology and develop approaches and solutions to complex problems and issues relating to human experience and interactions.</p> <p>Graduates have communication and technical research skills to justify and interpret research</p>

	<ul style="list-style-type: none"> <li>synthesising knowledge and thinking critically and creatively to identify and develop Gestalt therapy approaches for enhancing their interactions and the interactions of others.</li> </ul> <p>Graduates have communication skills to deal with complex communication and interactions, including responding to sensitive personal experiences of others, in one-to-one, group and organisational settings:</p> <ul style="list-style-type: none"> <li>appropriately sharing their observations of self and others in a manner that is self-supporting and supportive of others; and</li> <li>appropriately articulating their knowledge of Gestalt therapy and methodology and its application to their experience and interaction and their observation of the interactions of others.</li> </ul>	<p>and to evaluate, implement, analyse and theorise about its application to complex human experience and interactions to audiences including students and practitioners of Gestalt therapy and the broader psychotherapy community.</p>
<p>Application of knowledge and skills</p>	<p>Graduates will demonstrate the application of knowledge and skills in dealing with complex communication and interactions regarding sensitive personal experiences:</p> <ul style="list-style-type: none"> <li>Leading non-therapeutic helping relationships in one-to-one and group settings implementing Gestalt methodologies to meet the needs of others as planned and non-planned interventions in response to identified issues and needs.</li> <li>Applying Gestalt methodologies to enhance interaction in any groups and organisational settings in which they engage.</li> <li>Acting with responsibility and accountability by applying their knowledge of Gestalt therapy theory and methodologies and:             <ul style="list-style-type: none"> <li>acting within the Gestalt therapy code of ethics;</li> <li>evaluating interventions and modifying Gestalt interventions where appropriate; and</li> <li>evaluating their own experience and interactions, engaging in ongoing learning, self-awareness and self-nurturing to build resilience and enhance effectiveness in interactions.</li> </ul> </li> </ul>	<p>Graduates apply their mastery of Gestalt therapy theory and methodology, critical analytic and judgement and communication and engagement skills with creativity and initiative to undertake assessment, treatment and referral:</p> <ul style="list-style-type: none"> <li>as a Gestalt therapist with individuals and groups with complex needs and situations to achieve positive therapeutic outcomes, and</li> <li>as a Gestalt therapy practitioner with groups and organisational dynamics to achieve effective outcomes.</li> </ul> <p>Graduates understand the contribution of research to the profession of counselling and psychotherapy, apply effective research principles and methods to inform their practice for the benefit of clients.</p> <p>Graduates demonstrate a high level of autonomy and accountability by:</p> <ul style="list-style-type: none"> <li>working ethically and sensitively in psychotherapy, counselling and any other chosen area of work;</li> <li>engaging in adult, relational and experiential learning that enhances their ability to be effective in their practice; and</li> <li>drawing on their unique life experiences and world-view to be independent thinkers and original practitioners.</li> </ul> <p>Graduates have planned and executed:</p>



		<ul style="list-style-type: none"><li>• a capstone experience as a Gestalt therapist with a client in an extended therapeutic relationship;</li><li>• a comprehensive literature review in an area of interest; and</li><li>• a project in an area of their own interest that is a summation of their Gestalt educational experience.</li></ul>
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Graduate Attributes	Graduate Attribute Details – Graduate Certificate in Gestalt Therapy	Gestalt Graduate Attribute Details – Master of Gestalt Therapy
<p><b>Fundamental skills / Thinking skills:</b></p> <p>Specialised knowledge of field of study</p>	<p>a. Graduates have a broad understanding of a field of study and know how other disciplines relate to this field of study.</p> <p>b. Graduates have knowledge and understanding of the core concepts of this field of study.</p> <p>c. Graduates link both theory and practice in this field of study.</p>	<p>a. Graduates have a broad understanding of a field of study and know how other disciplines relate to this field of study.</p> <p>b. Graduates have in-depth knowledge and understanding of this field of study.</p> <p>c. Graduates have a national and international perspective of this field of knowledge.</p> <p>d. Graduates link both theory and practice in this field of study.</p>
<p><b>Thinking skills:</b></p> <p>Critical analysis and judgement</p>	<p>a. Graduates can critically analyse, synthesis and evaluate information from a wide variety of sources.</p> <p>b. Graduates can apply critical thinking processes in their practice and living.</p> <p>c. Graduates can make decisions that are socially responsible and ethical.</p> <p>d. Graduates have sensitivity to social context.</p> <p>e. Graduates have an appreciation of the roles of associated professionals and an ability to work in a multidiscipline team.</p>	<p>a. Graduates can critically analyse, synthesis and evaluate information from a wide variety of sources.</p> <p>b. Graduates can draw on critical research and professional knowledge to critically analyse and justify decision making.</p> <p>c. Graduates have knowledge of the ethics of their field and can apply this knowledge in practice.</p> <p>d. Graduates have sensitivity to social context and an appreciation of cultural difference.</p> <p>e. Graduates have an appreciation of the roles of associated professionals and an ability to work in a multidiscipline team.</p>
<p><b>People skills:</b></p> <p>Effective interpersonal communication and engagement</p>	<p>a. Graduates have the ability to communicate and engage effectively with individuals and groups in order to build appropriate relationships and achieve a defined outcome.</p> <p>b. Graduates have the ability to work collaboratively within a team.</p> <p>c. Graduates can make effective choices about how to communicate information at appropriate levels and styles to different audiences.</p>	<p>a. Graduates have the ability to communicate and engage deeply with individuals and groups with high level needs in order to build appropriate relationships and achieve a defined outcome.</p> <p>b. Graduates have the ability to work collaboratively within a team.</p> <p>c. Graduates can make effective choices about how to communicate information at appropriate levels and styles to different audiences.</p>
<p><b>Personal skills:</b></p> <p>Self-awareness, self-management and self-development</p>	<p>a. Graduates have a sound appreciation and knowledge of their own processes and how these impact on others.</p> <p>b. Graduates engage in professionally appropriate relationships with others.</p> <p>c. Graduates have a practice of self-support, critical reflection and self-awareness that they exercise in their personal and professional life.</p> <p>d. Graduates have a commitment to their own ongoing development both personally and professionally.</p> <p>e. Graduates have a plan for their ongoing professional development in their field of study.</p>	<p>a. Graduates have a comprehensive appreciation and knowledge of their own processes and how these impact on others.</p> <p>b. Graduates engage in professionally appropriate relationships with others.</p> <p>c. Graduates have a practice of self-support, critical reflection and self-awareness that they exercise in their personal and professional life.</p> <p>d. Graduates have a commitment to their own ongoing development both personally and professionally.</p> <p>e. Graduates have a plan for their ongoing professional development in their field of study.</p>
<p><b>Personal skills:</b></p>	<p>a. Graduates can work independently and effectively.</p> <p>b. Graduates can receive feedback and adapt their practice accordingly.</p>	<p>a. Graduates can work independently and effectively.</p>



Author: Directors GTB

Approved: CGB & AGB

Review each November

<p>Independence and creative use of self</p>	<p>c. Graduates can exercise leadership in different settings through applying their abilities and skills.</p>	<p>b. Graduates can generate ideas and adapt ideas and processes to meet specific needs and audiences.                  c. Graduates can exercise leadership in different settings through applying their abilities and skills.                  d. Graduates can meet challenges and learning needs and improve their practices in an ongoing process.</p>
<p><b>Fundamental skills:</b>  Academic literacy</p>	<p>a. Graduates can gather relevant information, organise this information and communicate it effectively in both written and oral forms.</p>	<p>a. Graduates can gather relevant information, organise this information and communicate it effectively in both written and oral forms.                  b. Graduates can research this field of study and the broader discipline to further extend their specialized knowledge and to identify responses to specific issues.</p>

**Policy No 6B****STUDENT SUPPORT**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

This policy outlines the academic and pastoral support available to students enrolled in Gestalt Therapy Brisbane Pty Ltd courses studied at Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No. 6A: Assessment and Completion of Education
- Policy No. 15: Teaching and Learning

**Accessing this policy**

This policy is available on the GTB website.

**Student Support**

Students can expect that members of the academic staff of GTB will assist them in understanding the requirements of assessment and education and in meeting the expectations around the completion of each assessment item and in fulfilling the requirements of weekend and residential education.

Students can expect that GTB will have the resources available for students to meet their academic and pastoral needs.

**GTB** provides the following to meet student need with regard to the successful completion of the educational demands and assessment:

1. Time will be allocated during designated education weekends to explore assessment requirements and to make these requirements clear to students.
2. Students are given an overview of the education program for each year. This overview includes education dates, units to be studied, assessment requirements and a reading list.
3. Students are given written directions for each assignment item together with a Criteria Sheet describing how correction of that assignment will occur.
4. Students are supplied with an Assignment Writing Guide. This guide details written assignment requirements, APA referencing and formatting conventions and other helpful information about writing an assignment.
5. A Year Coordinator will monitor and provide direction to the students within the year cohort, prepare students for assessment deadlines and follow up when students fail to meet deadlines.
6. Academic staff will respond to students who request additional assistance. Students can request that an academic staff member read a student's draft work if it is submitted one month before the due by date.
7. GTB have access to tutors who are familiar with the requirements of GTB assessment tasks. These tutors are advertised to students.
8. Students at risk are identified through the Year Coordinator system.
  - i. Year Coordinators take attendance records, receive and correct assignments and observe practical work.
  - ii. Year Coordinators teach and facilitate the majority of weekends of each year of the course. There is a process that ensures feedback when another guest or academic staff member facilitates the educational program.
  - iii. Year Coordinators meet regularly and discuss the progress of students with the Director of Education.

The following elements in particular support student's academic English language proficiency:

- Students are supplied with an Assignment Writing Guide. This guide details written assignment requirements, APA referencing and formatting conventions and other helpful information about writing an assignment;
- Clear assessment requirements are provided for each assessment item and include:
  - Suggested structure of assessment tasks; and
  - Assessment criteria for academic language proficiency;
- An additional tutorial is provided for year 4 students preparing to undertake the literature review; and
- Group and individual guidance, including review of draft assessment, to assist students understanding of academic requirements.

**GTB** provide the following to meet student pastoral needs.

1. **GTB** require that each student engage in Personal Therapy with a therapist from the GTB Therapist List. This therapy can meet any personal needs of a students including stress, career counselling, personal crisis counselling, change in personal circumstances, relationship counselling, personal therapy, etc.
2. **GTB has appropriate policies that support a safe environment for student engagement. These policies include:**
  - Policy No 3: Grievance Policy and Procedure
  - Policy No 5: Critical Incident Policy
  - Policy No 11: Workplace Health and Safety
  - Policy No 16A: Risk Management Policy
  - Policy No 16B Risk Management Framework
  - Policy No 17: Special Consideration Policy
  - Policy No 18: Guidelines for the Management of Experiential Tuition, Study Group and Clinical Practice and Supervision
  - Policy No 19: Fair Treatment
3. **GTB** provides a Student Support Service that merges with the role of Year Coordinator. The Year Coordinator provides academic support, referral and personal support on issues that impact a student's capacity to engage successfully in education program. Personal support issues may be in relationship to accommodation, health and welfare needs.
  - Students are given contact details of their Year Coordinator on the first weekend of the education program. Students and academic staff may also email administration to request that the Year Coordinator make an intervention because of the identified need of a student.
  - The Year Coordinator will provide student support by appointment only.
  - The Student Support Service is not a substitute for personal therapy and most interventions will include referral to an appropriate ongoing service. The service is limited, and the Student Support Service is not able to assist with any matter of a financial nature.
  - Students who have concern around tuition fees or the FEE-HELP loan can contact the Administration Assistant GTB on 07 3844 4204. GTB advises students to make direct contact with the Commonwealth Government if they have specific FEE-HELP questions. Students can follow this link to find out more about FEE-HELP and to locate a phone number in order to talk to someone directly:

<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/contact-us>

**GTB** provide resources and facilities for students to support their academic and personal needs.

- GTB provides a well-stocked library of Gestalt therapy and other relevant texts.
- GTB provides remote access to 2 Data Bases, namely the Cengage Data Base  
The password is *reference*  
And, the Informit Data Base  
<http://search.informit.com.au>  
Username: gtbris Password: 19071  
These data bases provide the student with access to hundreds of journals. They are invaluable in locating the most current information for reference.
- GTB provides printing and photocopying services at a reasonable charge. (GTB students are given an individual code to the photocopier and receive an invoice for the photocopying approximately every 3 months.)
- GTB provide students with access to a computer that may be booked for use at negotiated times;
- GTB provides access to a room that may be booked for study or client use at negotiated times;
- GTB provides student access to a Data Projector, White Board, Computer, Television, DVD Player, Video Player, Butcher Paper, Art Equipment, etc. for student presentations and aural assignment work;
- GTB provides students with access to a kitchen stocked with china, mugs, cutlery, tea, coffee and biscuits
- GTB provides students with a recreation area where they can eat lunch and relax between educational sessions.

In addition, students can access Year Coordinators and academic staff for consultation regarding meeting the requirements of the courses offered, or other issues related to their education. This may be done by email, phone or arranged appointment at a time convenient to both student and academic staff.

### **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). Any and all information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No 6C****MODERATION OF STUDENT ASSESSMENT**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To promote academic integrity and assure that the Gestalt Therapy Brisbane course taught at Gestalt Therapy Brisbane (GTB) meets its established learning outcomes.

**Related policies**

- Policy No. 6A: Assessment and Completion of Education

**Accessing this policy**

This policy is available on the GTB website.

**Procedure**

The Directors of GTB will appoint a Moderation Coordinator. This will ordinarily be the Secretary of the AGB but may be another appointee with the approval of the AGB.

Moderation will be undertaken by the Moderation Coordinator with the Year Coordinators from GTB.

The Moderation Coordinator will convene moderation meetings each semester.

The Moderation Coordinator will develop a Moderation Plan for the period of each GTB Strategic Plan to ensure that all aspects of the assessment of student learning are reviewed and moderated over time. The Moderation Plan will include review patterns of grading across the cohorts of GTB.

The Moderation Coordinator will consult with the Directors GTB in developing the Moderation Plan, which will be provided to the AGB for review.

The Moderation Coordinator will confirm which assessment items will be moderated and for which particular purposes prior to each meeting. The Moderation Coordinator may do so in consultation with the Directors GTB regarding assessment items that require moderation. Changes to proposed moderation items will prompt a review of the Moderation Plan by the Moderation Coordinator to ensure that, by the end of the period all assessment items have been reviewed and moderated.

During moderation samples of corrected student work will be compared and the consistency of grades will be assessed. Issues regarding the structure, content and instructions to students for the assessment item may also be considered.

Moderation of the Year 4 Literature Review will be undertaken as part of the moderation plan and will include external review of one assessment item from Brisbane. The chosen literature reviews will be of a comparable standard in the opinion of the GTB academic staff members responsible for teaching this subject. The external academic will make an assessment as to the appropriate grading of each piece of work, the quality of feedback offered to each student and the quality of the work as a serious piece of academic writing for a student in the last year of a Master course. The Moderation Coordinator will review feedback from external moderation so that recommendations can be incorporated into Moderation Reports.

A Moderation Report will be prepared by the Moderation Coordinator. This report will contain findings of moderation including any recommendations and will be distributed to the Directors and Year Coordinators of GTB and to any other academic staff member engaged in the teaching or correct of the assessment work.

Where outcomes impact on student grades, these decisions will be communicated to students by the Year Coordinators.

The report will also be sent to the Chairs, GEP Committees for follow up of recommendations regarding the structure, content and instructions to students for assessment items.

Annual reporting to the AGB will include reporting of progress against the Moderation Plan and the outcomes of moderation meetings.

**POLICY NO 6D****Student Retention, Completion and Success Policy**

Ratified by the Academic Governance Body 9 Apr 2020

**Purpose**

GTB aims to provide an excellent, rigorous and supportive educational experience for its students. Ensuring student retention, completion and success in their studies at GTB is a core striving of the institute. GTB enjoys a very good retention and completion rate based on its regular benchmarking activities. Indeed, the nature of GTB's positioning as a relatively small provider of Gestalt professional education affords several advantages regarding the institutional drivers of student retention. This paper presents a plan outlining the existing and proposed strategies to ensure the engagement of best practice institutional and student drivers of student retention, completion and success.

**Related policies**

- Policy No. 6A Assessment and Completion of Education
- Policy No. 6B Student Support
- Policy No 15 Teaching and Learning
- Policy No 17 Special Consideration

**Accessing this policy**

This policy is available on the GTB website.

**Introduction**

GTB recognises that engagement in the first year of the program is an important aspect of student retention. Therefore, GTB will;

1. Ensure appropriate and targeted advice for potential student's selection into the first year of the program
2. Provide accurate, clear and accessible information about the course information, its requirements, demands and supports
3. Each applicant will be interviewed by a first-year course-coordinator to discuss the program and the potential students' academic and emotional ability to engage in the course
4. Provide accessible academic and emotional support for the first year of the program
5. Review the first-year curriculum aligned with student feedback at the end of each academic year.
6. Focus on skills, identity, confidence, belonging and cohort building as part of the Gestalt method of learning and support.
7. Ensure that all students have access to academic support through contracted tutors, year-coordinators and emotional support through required contact with a Gestalt therapist as part of the academic program.

GTB recognises that the quality of the institute's curriculum enhances the retention and completion opportunities for students. Therefore, GTB will:

1. Design and enact high quality curricula incorporating high quality programs and courses to engage students in learning.
2. Enhance curriculum design, to build-in relevant career focused aspects of higher education

- a. Include career focused aspects of education in a major curriculum review in 2020 and every seven years.
- b. Formalise the participation of students in curriculum design, implementation and review activities through the Academic Governance Body.

GTB recognises that promoting access, equity and diversity will enhance a widening student participation. Therefore, GTB will:

1. Provide pathways into GTB for students from diverse backgrounds, particularly students from Aboriginal and Torres Strait Backgrounds

GTB recognises that student's experience and voice contribute to the conditions that support their retention and completion. Therefore, GTB will ensure that:

1. Student experience will be of a high-quality as measured by the Student Experience Survey.
2. The Academic governance body will have an active student representative voice.
3. It delivers high-quality, evidence-based services to students with embedded processes for continuous improvement.
4. Student support through the compulsory requirement through therapy processes will be highly regarded by students.

### **Privacy Statement**

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This procedure is published in the Gestalt Therapy Brisbane Policy and Procedure Handbook. Furthermore, it will be sent to student applicants on receipt of their application for enrolment.

**Policy No 7****USE OF GTB LIBRARY**

Ratified by the Academic Governance Body 9 April 2020

**Purpose**

To provide students enrolled in Gestalt Therapy Brisbane courses access to resources to assist them in their studies, and to protect those resources for the use of students and academic staff.

**Related policies**

- Policy No. 6A: Assessment and Completion of Education
- Policy No. 13: Use of GTB Premises

**Accessing this policy**

This policy is available on the GTB website.

**Procedure**

GTB has a library that is accessible for borrowing by students. The books form a substantial collection of the literature that is available on Gestalt Therapy. There is also a collection of other materials including texts on other counselling and therapy modalities, development psychology, mental health, clinical issues, literature reviews, qualitative research and other general material. The library is divided into a number of sections:

- Frozen Collection;
- Borrowing Collection;
- EBSCO online collection;
- Databases: Gale Group database & Informit database (online databases);
- Library resources on GTB student computers (Shared Media)

Please refer to the **Library User Guide** to find out the full extent of the GTB library and how to use this library.

Also refer to <https://moodle.gestalttherapybrisbane.qld.edu.au/mod/page/view.php?id=824> to find the full detail of GTB library resources.

Books from the Frozen Collection can only be read at GTB and cannot be borrowed. A list of the books available for borrowing and perusing can be found:

On the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/library>

Through EBSCO: <http://search.ebscohost.com>

All students in the educational program are entitled to make use of the library service. The borrowing of books is strictly supervised. GTB expects students to observe library limitations and penalties and to take good care of the library resources.

Students are to abide by the rules of the library in order that the collection of books will be available to all students on an equal basis.

Students can borrow a maximum of the following at any one time:

- 3 Gestalt therapy books or videos
- 3 books from the non Gestalt therapy collections
- 3 journals or photocopied material

Rules of the library all students need to be aware of:

- ⇒ **All loans are for a maximum period of 4 weeks** (or between one tuition weekend and another if this is longer than 4 weeks);
- ⇒ **students can renew or extend a loan only once and only if the material is not being sought by another student; and,**
- ⇒ **An extension must be sought via email [library@gestalttherapybrisbane.qld.edu.au](mailto:library@gestalttherapybrisbane.qld.edu.au) on or before the due date of return.**

## Library Rules & Fines

- A fine of \$8.00 on each overdue item will be imposed. (This assumes that the book will not be returned before 4 weeks or the next weekend of tuition).
- A fine of \$8.00 will be imposed on each item in excess of the resource allocation. That is 3 Gestalt therapy books, 3 general texts and 3 journals or printed booklets).
- An overdue notice and invoice will be issued to students once a library resources is identified as overdue;
- The borrowing privileges of a student will be suspended once there is an overdue item identified. This suspension will be attached to the overdue notice and invoice.
- A fine will increase to \$16.00 for each item borrowed, that is an 8 week period of overdue.
- After the period of 8 weeks GTB will regard the book as lost and students will be charged with the replacement cost of the resource. An invoice will be issued to the student **for the cost of the resources and the \$16.00 late return fine**. This charge must be met even if the book is eventually located.

All library fines need to be paid before GTB will accept a student into a subsequent year of the educational program or issue a Statement of Attendance, Academic Statement or Academic Award.

The library works on an old fashioned card system. At the time of borrowing students need to write their full name clearly on the card and provide the date that they borrowed the item.

### **Return all items to the locked box in the library area.**

The system only works if students are honest.

**PLEASE DO NOT STEAL LIBRARY ITEMS.**

**Use the library system as it has been designed and don't remove books without completing the date of borrowing and your printed name (not your signature). Put your completed card in the box provided.**

**Please take good care of borrowed books. If books that are returned badly damaged a student may be asked to pay the replacement cost of the items.**

The library can be accessed, and books can be returned at any time that GTB is open for an educational weekend or when someone is working in the office. Please enquire as to the available times from the Office Administrator at GTB.

GTB has access to two electronic databases:

1. The CenGage Learning Electronic Data Base. The website for this Electronic Data Base is [http://infotrac.galegroup.com/itweb/61q\\_gestalt?db=EAIM+](http://infotrac.galegroup.com/itweb/61q_gestalt?db=EAIM+)

2. The Informit Electronic Data Base:  
which includes (a) Informit Health Collection (b) Informit Humanities and Social Science Collection and (c) Informit Families and Society Collection.

<http://search.informit.com.au>

These Data Bases provide a valuable collection of hundreds of journals. Students will be provided with the passwords at the beginning of each year so they can have remote access to the data bases.

It is important that student written work reflect the latest in academic scholarship and research. Electronic databases are one of the easiest ways to obtain the latest materials on the subject under review. Databases contain local, national, and international academic material on a wide spectrum of subjects. Databases are made up of journal articles, research reports, newspaper articles, theses, reference material, conference papers, some electronic books & more.

Students may need to go beyond the resources of the GTB library and access academic texts and databases at various times during their studies. In particular students will need to access extended library resources when they enrol in TG400 Theory, Research and Practice.

Student who find that GTB's library resources do not meet their need because of the topic they have chosen to research are invited to apply to GTB for a subsidy to support the purchase of resource material or subscription to a public university library. Students may be eligible for an amount of \$100 to support their research. Students may apply via email to [contact@gestalttherapybrisbane.qld.edu.au](mailto:contact@gestalttherapybrisbane.qld.edu.au) Students need to supply their receipt to GTB for a refund. As the world becomes more and more technologically dependent hard copy academic books in university libraries become more and more restricted. Students may need to seek for their resources through the internet and at times there will be a cost for these resources.

If a student has any further questions regarding the borrowing of the books or joining a University Library they are asked to make contact with GTB admin.

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**Policy No 8A****CRITERIA AND PROCEDURES FOR SELECTION OF STUDENTS**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To set out the criteria and procedures for accepting students into the courses of study offered by Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No 4B: Recognition of Prior Learning and the Granting of Credit
- Policy No 15: Teaching and Learning

**Accessing this policy**

This policy is available on the GTB website.

**Institutional enrolment arrangements**

All students are enrolled in Gestalt Therapy Brisbane. Gestalt Therapy Brisbane holds the accreditation and registration authority to deliver the Graduate Certificate in Gestalt Therapy and the Master of Gestalt Therapy. Gestalt Therapy Brisbane's program are accredited by PACFA (Psychotherapy and Counselling Federation of Australia).

**Course entry criteria**

It is important that all students accepted into the Graduate Certificate in Gestalt Therapy and the Master of Gestalt Therapy are equipped to succeed academically and personally and have proficiency in English.

Students who wish to gain entry to be eligible to receive the academic award of Master of Gestalt Therapy, are required to have Undergraduate qualifications (Bachelor level) or post graduate qualifications in fields such as Social Work, Psychology, Counselling, or other allied fields. Other TAFE qualifications together with relevant employment experience may be considered.

GTB will consider people for admission into the course without an approved 3 or 4 year Bachelor Degree if they have an Advanced Diploma, Diploma or higher-level vocational Certificate in a relevant area of study, together with extensive relevant work experience. Applicants must also demonstrate through a presentation of past assessment work and/or referee inclusion the potential to undertake work at Master level. The Directors will assess people on these criteria.

All applicants are expected to fulfil the following occupational and personal requirements.

**Occupational requirements:** Employment in or an intention to work in the fields of counselling, psychotherapy, mental health, teaching, nursing, human resource management or human services.

**Personal requirements:**

- A commitment to developing awareness of own and others' processes of communicating and making contact;
- An ability to give and receive personal feedback;
- An ability to relate to others in a receptive and reflective way;
- A capacity to work dialogically and relationally with another;
- A capacity to understand and practice ethical behaviour and preparedness to follow a code of practice;
- Demonstrated ability to commit to the educational program for the period for which they enrol and have a capacity to cope with the academic rigour of graduate study; and

- Demonstrate substantial proficiency in English in their interview, since they will be working with real clients or students throughout this course.

These requirements will be assessed via interviews, references, reports from previous educational bodies, reports from medical practitioners or other allied health professionals and other means in addition to the information required in the Enrolment Procedure below.

Entry requirements will be considered on a case by case basis, on receipt of an application form. Credit for prior learning will be granted for Gestalt therapy education programs. Please refer to Policy No 4B: Recognition of Prior Learning and the Granting of Credit.

### **Enrolment Procedure**

The Directors of Gestalt Therapy Brisbane are responsible for making decisions about a person's eligibility to enrol in the program.

Prospective students are invited to enter into the application process.

1. Prospective students are to complete the GTB application form. The application form will also contain a copy of Policy No 8A: CRITERIA AND PROCEDURES FOR SELECTION OF STUDENTS and where relevant Policy 4B: Recognition of Prior Learning and the Granting of Credit.

Application must contain:

- A completed copy of GTB's official application form;
- A CV that details all relevant education and work experience history. (See Course Entry requirements in this policy);
- A CERTIFIED COPY of the highest degree or relevant qualification and the associated Academic Record;
- References from two people that the applicant judges to be suitable to provide a reference as to the student's suitability for entering into Gestalt Therapy Brisbane study;
- A letter of recommendation from the previous Gestalt Institute for students entering into Year 2, 3, 4 or Graduate Entry; and,
- A CERTIFIED COPY of the Academic Record and Award (if completed) from the Gestalt Institute where previous study has been undertaken.

Applications will not be processed until all material has been received at Gestalt Therapy Brisbane.

2. When GTB has received a prospective student's enrolment, this will be acknowledged.
3. An interview will then be arranged at a time convenient for both the prospective student and a Director of GTB. The interview will take place at GTB's premises. The preferred way of interviewing students is face-to-face. In exceptional circumstances an interview may be granted through an electronic medium such as Skype, FaceTime or Zoom.
4. At the interview the prospective student will be given an introduction to the education program and given an opportunity to ask questions about the program.

Applicants may choose to exit the program after first year.

At the interview the prospective student also will be asked about aspects of their application, including:

- Any previous Gestalt therapy education in order that Credit can be arranged;
- The applicant's motivation to engage in Gestalt therapy education;

- The applicant's ability to commit to growth in self awareness;
  - The applicant's ability to relate to others in a receptive and reflective way;
  - The applicant's capacity to understand and practice ethical behaviour and preparedness to follow the PACFA code of practice;
  - The applicant's experience of counselling or dealing with mental health issues;
  - The applicant's ability to commit to the educational program and capacity to cope with the academic rigour of graduate study;
  - The applicant's expectations of the course and their goals after completing the educational program.
  - The applicant's qualifications and eligibility to enter into the Master of Gestalt Therapy.
  - Demonstration of substantial proficiency in English in their interview, since they will be working with real clients or students throughout this course.
  - Availability to attend 90% of all elements of the education program which is conducted over weekends and a 6 day residential at an off campus location.
5. Recommendations about the acceptance of students into the Master of Gestalt Therapy course on the basis of prior learning if they don't have an undergraduate qualification will be made to the Academic Governance Body for their review and ratification.
  6. The decision to accept a student will be at the discretion of the Directors of Gestalt Therapy Brisbane, subject to the Academic Governance Body's agreement in relation to students seeking enrolment on the basis of prior learning if they don't have an undergraduate qualification.
  7. The prospective student will then be notified of their acceptance or non-acceptance into the program. Successful applicants will also receive at this time information about dates and hours and other helpful details.
  8. Students who are accepted into a program will be asked to complete a student agreement with GTB.

**Student self-assessment of suitability to enrol in Gestalt therapy education**

Students are informed in their interview of the particular nature of the GTB education program. The education offered through the Gestalt Therapy Brisbane Pty Ltd program is preparing students to be Gestalt psychotherapists. This education does involve students being in touch with their emotions and their experience as a Gestalt therapist's access to present emotional responses and past experiences, form some of the tools used at the service of the client.

GTB is a higher education institution and not a healing centre. Although personal transformation does and can occur for students, students are asked to make a decision that they have the emotional stability that enables them to enter into the rigour of higher education. A student may need to consult their medical practitioner to seek advice as to whether they are emotionally robust enough to engage in experiential and emotional engendering experiences. If at the time of interview a Director or academic staff member of GTB suspects the student may not be emotionally stable they may request that the student provide a statement from a medical practitioner that they would be able to engage in the course. GTB's course outline requires that all students engage in a minimum of 10 hours of personal therapy per year to support their learning. Students who think they need extended therapy for personal issues need to seek this.

GTB's involvement in psychotherapy with students are clearly outlined in the PACFA Code of Ethics. "Dual and multiple relationships....represent a conflict of interest. Conflicts of interest are to be avoided.. the concurrent roles of trainer, supervisor and therapist are seen as completely distinct and practitioners are advised to avoid this form of dual relationship wherever possible." (<http://www.pacfa.org.au/wp-content/uploads/2014/04/Interim-Code-of-Ethics-2015.pdf>)

**Progression into the Master of Gestalt Therapy program after completion of Year 1**

The successful completion of Year 1 educational program does not automatically entitle a student to progress into the Master of Gestalt Therapy course. The Year Coordinator or a Director of GTB will invite students into this course. The decision will be made by the Year Coordinator, academic staff and Directors and will consider the following:

- a) The academic experience and skill of the students and whether it is judged the student has the capacity to engage in further Higher Education;
- b) The capacity of the student to hold their emotional responses in a way that means that they can be available for feedback from other students and GTB educators. The capacity of a student to hold their emotional responses while remaining available for communication with GTB academic staff will give an indication of whether a student will have that capacity whilst sitting with a client.
- c) Successful completion of all elements of the Graduate Certificate program and an aptitude and interest in Gestalt therapy.

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**Policy No 8B**

**TERMINATION OF STUDENT ENROLMENT**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To set out the criteria and procedures for terminating the enrolment of students from courses of study offered by Gestalt Therapy Brisbane Pty Ltd studied at Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No 1: PACFA Code of Ethics
- Policy No. 2: Guideline for Educational Program: Ethical Considerations
- Policy No. 3: Grievance Policy and Procedure
- Policy No. 5: Critical Incident Management
- Policy No. 6A: Assessment and Completion of Education
- Policy No. 15: Teaching and Learning

**Accessing this policy**

This policy is available on the GTB website.

**Termination of enrolment**

GTB acknowledge that at times the enrolment of students needs to be terminated.

Due process will be accorded to all students in the termination process and students will be informed of the reasons for such termination. Termination of enrolment of a student may be made in any of the following circumstances:

- a) Where the student has outstanding tuition fees for a period of more than 2 months and has not entered a payment plan with the Directors of GTB or has breached the terms of an existing agreement. Please refer to Procedures No 21: Administrative Arrangements, **Managing Student Payment of Fees and Dealing with Bad and Doubtful Debts** in this Policy and Procedures Handbook;
- b) Where a Director or a representative deem that the student does not possess suitable qualities to remain in the program or that their academic work is not at pass level or the attendance level is below that required for the course. Movement from one year to another is not an automatic process and students may be asked to terminate at this or any other stage of the program. Students who are assessed by Directors and academic staff to lack the suitable qualities to remain in the program will be given written warning that they are not meeting the necessary requirements. The Directors will respect the following process:
  - i. Students who are at risk of not successfully engaging in the program will be identified by the Directors in consultation with GTB Academic Staff at Directors and Staff meetings that address student issues;
  - ii. Students who have not succeeded in their academic writing or practical application will be required to recycle their work and will be offered assistance to achieve a pass result. A low pass grading is still considered a pass grading; however, students who receive two low pass gradings for first semester subjects must negotiate a learning plan with their year coordinator in order to proceed into second semester. Students who receive two low pass gradings for second semester subjects will be ineligible to proceed to the next year of education.
  - iii. A student who is judged to be unsuitable to the program will be given written feedback that outlines the detail of their unsuitability. This written feedback will be given at an appropriate time within the program e.g. at the end of a semester period and it will be followed up within no more than two weeks by a face to face interview with a Director from GTB. This feedback

will be accompanied by a warning that because of the issues raised the student is in danger of having their enrolment terminated. The student will also be given the most likely termination time e.g. at the end of the year. A warning of the termination of enrolment will be at least three months prior to termination and will provide an opportunity for the student to address the issues raised. It is noted that this timeline can only be followed when students submit assessment work on time;

- iv. A warning of impending termination will not automatically result in termination if a student has made sufficient movement towards addressing the issues that have initiated the termination warning. A student will be offered support in order to maintain their enrolment within the program; and,
  - v. Directors will inform a student of termination in both written and oral communications. It is the intent of Directors that termination occurs in a way that students can move beyond Gestalt therapy education at GTB in a positive and life enhancing way. The Directors acknowledge that it may not always be possible to terminate a student's enrolment in a way that pleases the student.
- d) Where a student demonstrates consistently that they do not have the capacity to hold their emotional responses in order to receive feedback from GTB educators, or be present to members of their cohort and/or to remain available for their practice clients in a way that hold them within a therapeutic relationship.
  - e) Where the student's behaviour in relation to other students or staff or to the premises constitutes a criminal or unlawful act e.g. assault, harassment, stalking, wilful damage, theft, etc.;
  - f) Where the student's behaviour, in the opinion of the Directors, or their representatives, harms the good name or reputation of GTB or is deemed to be inappropriate or unethical behaviour for a student.

In circumstances a), b) and c) above, students will be given a warning that their behaviour is inappropriate and threatens their enrolment within the program. Students will be given the rationale as to why GTB will take the action of terminating their enrolment.

In addition, a Director holds the right in certain circumstances to terminate a student's enrolment when behaviour is extreme and unsafe. Students will be given the rationale as to why the GTB has taken the action it has.

Students are entitled to justice and due process in all their interactions with GTB. If students believe they are unfairly treated when asked to terminate their enrolment they will be invited to follow the grievance procedures that are established by Gestalt Therapy Brisbane in Policy No 3.

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**Policy No 9A****STUDENT FEES: Direct payment to institute**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To set out Gestalt Therapy Brisbane policy in relation to student fees paid directly to Gestalt Therapy Brisbane (GTB).

**Related policies**

- Policy No. 17: Special Consideration
- Policy No. 8B: Termination of Student Enrolment
- Policy No. 9B: FEE-HELP

**Access to this policy**

This policy is available on the GTB website.

**Payment of Fees**

GTB courses are conducted as integrated programs over a full academic year. Students are required to enrol for a complete whole year of the education program. Students are required to pay their fees semester by semester.

Students are required to pay fees if they do not withdraw from the program before the census date of the semester they are studying. Census dates are communicated to students on the GTB website.

Year 4 students may defer TG400 and SP400 subjects for one year. Payment for these subjects will be made in the year the student enrolls in the subject.

Satisfactory completion of educational requirements includes full payment of fees, late submission fines, return of overdue library books and overdue library fines. GTB will not issue awards to students with overdue fees or overdue library items or library fines. Students who have particularly significant amounts of overdue fees will not be admitted into the next semester or next year of the program.

**Assistance with fees**

Students may negotiate a payment plan other than the one displayed on the student agreement. This payment plan needs to be negotiated with the office administrator.

Students who are having difficulty paying their fees are asked to immediately make contact with GTB and negotiate a payment plan that will work for them and the institute.

**Fee refunds - Students withdrawing from the program**

GTB recognises that at times due to special circumstance students will need to withdraw from the program before the completion of their year of study. Please note that students who have accessed the FEE-HELP loan scheme should be dealt with through Policy 9B Students Fees: FEE-HELP

Students who pay their fees directly may apply for a refund to the Gestalt Educational Processes Committee (GEP) of their campus in the following circumstances.

1. If they withdraw from their studies prior to the census date. The census date for each semester is published on the GTB website.
2. If they withdraw from their studies after the census date or they have not completed the requirements of the unit and special circumstances apply, that are:
  - Beyond their control;

- Do not make their full impact on them until on, or after, the census date; and,
- Make it impracticable for them to complete the requirements for the unit.

Students need to make their request within 12 months from withdrawing from the course. The application should be in writing and the application should contain:

- The student's name and current address;
- The subject/s, semester and year to which the student is applying for a refund; and,
- The special circumstances with documentation as to why the student considers that he/she is eligible to receive a refund. Documentation could include, but is not limited to, a medical certificate or statement from a counsellor, employer or independent member of the community, which details when the student's medical condition or personal circumstances began and how it has affected the student's ability to study.

GTB has the discretion to waive the 12 months time limit for applying for a refund if satisfied that the application could not have been made within the time limit.

The GEP Committee will consider the student's application within 10 working days. Applicants will be notified of the decision within a further 10 working days.

### **Fee refunds - Students asked to leave the program**

Students who have been asked to leave the program will be given upon leaving a refund of those fees for which they are entitled. Refunds will be exclusive of the education participated in by students after the census date.

A student will receive written notice of a decision in relation to fee refunds (including any amount to be refunded) and reasons for the decision. The student will be informed of how to submit a valid request for a review of this decision and who to contact to answer further questions.

### **Right of review**

Students who express dissatisfaction with the refund amount offered by the GEP Committee may seek a review from one of the Directors. Such requests will be deemed to have triggered the GTB Grievance Procedure and must be made within 45 days from the day he/she first receives notice of the outcome of the initial request. The review request needs to include:

- The student's name and current address;
- The subject/s, semester and year to which the student is applying for a review of the decision not to refund fees; and,
- The specific reasons for seeking the review.

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**Policy No 9B**

**Student Fees: FEE-HELP**

Ratified by the Academic Governance Body 14 December 2017

**Purpose**

To set out Gestalt Therapy Brisbane Pty Ltd policy and procedures in relation to the administration of Commonwealth Government FEE-HELP for students studying at Gestalt Therapy Brisbane.

**Related policies**

- Policy No. 17: Special Consideration
- Policy No. 8B: Termination of Student Enrolment
- Policy No. 9A: Student Fees

**Accessing this policy**

This policy is available on the GTB website.

**Introduction**

FEE-HELP is available to eligible students studying for the Graduate Certificate of Gestalt Therapy or the Master of Gestalt Therapy at GTB. To apply for FEE-HELP students will need to complete a Request for FEE-HELP Assistance Form, available from GTB.

Gestalt Therapy Brisbane administers all FEE-HELP matters for students.

Students can find out more about Fee-Help by download the FEE-HELP Information Booklet from the Commonwealth Government Website: <http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help>

**Who is eligible for FEE-HELP?**

Eligibility for FEE-HELP is defined by the Higher Education Support Act. Students **ARE** eligible for a FEE-HELP loan if they are:

- An Australian Citizen; or
- The holder of a permanent humanitarian visa who will be resident in Australia for the duration of the unit;
- The holder of a permanent visa enrolled in a bridging course for overseas-trained professionals who will be resident in Australia for the duration of the course; A citizen of New Zealand who meet all of the following criteria:
  - *First began residing in Australia at least 10 years ago and at that time were a child under the age of 18 with no spouse or de facto partner; and*
  - *Have been in Australia for at least:*
    - *a total of eight out of the past 10 years; and*
    - *a total of 18 months out of the last two years.*
- And they are planning to study one of the following programs at GTB:
  - Graduate Certificate of Gestalt Therapy; or
  - Master of Gestalt Therapy.

## FEE-HELP

This document describes Gestalt Therapy Brisbane's processes and procedures for handling the re-credit of a FEE-HELP balance, and the review of associated decisions. It covers:

- Informal enquiries from students concerning FEE-HELP;
- Formal requests from students for the re-credit of FEE-HELP balance; and
- Formal review of decisions associated with the re-credit of FEE-HELP balance.

These processes and procedures are intended to complement GTB's Grievance Policy and Procedures.

The processes and procedures described in this document are consistent with obligations prescribed in the following legislation and guidelines:

- The Higher Education Support Act (HESA); and,
- The Higher Education Provider Guidelines (HEP).

The Administrator at GTB can assist students to understand their FEE-HELP debt and provide them with a copy of GTB's FEE-HELP Policy and Procedure.

Students can apply for a re-credit of a FEE-HELP balance if they withdraw from their studies after the census date or they have not completed the requirements of the unit and special circumstances apply, that are:

- Beyond their control;
- Do not make their full impact on them until on, or after, the census date; and,
- Make it impracticable for them to complete the requirements for the unit.

Where a request to re-credit a student's FEE-HELP balance is granted, a student's FEE-HELP debt is removed in respect of the applicable subjects studied.

Gestalt Therapy Brisbane will consider these applications and agree to such request if it is satisfied that there were special circumstances in the student's case.

Gestalt Therapy Brisbane will refund to the Commonwealth the amount of FEE-HELP paid to the Institute on behalf of the student, if the student's request is successful. The Institute will notify the Department of Education and Training (DET) through the HELP Variations File.

GTB's Administrator can assist students in understanding their FEE-HELP debt. GTB's procedures are published on the GTB Website so that students have up to date information publicly available to them in regard to these procedures.

### Initial Request for a re-credit of Fee Help

Students may request a re-credit of a FEE-HELP balance by writing to the Chair, Gestalt Educational Processes Committee (GEP), P. O. Box 6015 Fairfield Gardens LPO 4103. Students need to request this re-credit within 12 months from withdrawal from the unit of study or within 12 months from the end of the period of study for students who have not successfully completed the unit of study. The application should be in writing and the application should contain:

- The student's name and current address;
- The subject/s, semester and year to which the student is applying for a possible re-credit of FEE-HELP; and,

- The special circumstances with documentation as to why the student considers that he/she eligible to receive a re-crediting of FEE-HELP. Documentation could include, but is not limited to, a medical certificate or statement from a counsellor, employer or independent member of the community, which details when the student's medical condition or personal circumstances began and how it has affected the student's ability to study.

A student can apply to Gestalt Therapy Brisbane to have his or her FEE-HELP balance re-credited if they withdraw from their studies after the census date and/or the student has not completed the requirements for the unit of study. The student must apply in writing, within 12 months from withdrawal from the unit of study or within 12 months from the end of the period of study for students who have not successfully completed the unit of study.

Gestalt Therapy Brisbane has the discretion to waive the 12 months time limit for the re-crediting of a FEE-HELP balance if satisfied that the application could not have been made within the time limit. Gestalt Therapy Brisbane's Chair, Gestalt Educational Processes Committee (GEP) will consider the student's application within 10 working days. Applicants will be notified of the decision within a further 10 working days.

### **Notice in writing giving reasons for the decision and informing students of their rights**

A student will receive written notice of the decision and reasons for the decision. The student will be informed of how to submit a valid request for a review of this decision and who to contact to answer further questions. If the decision is made to re-credit the FEE-HELP debt the student will be informed of the amount of the debt to be reduced and who to contact to answer further questions.

### **Review Procedure:**

This procedure deals with requests for a review of a decision made by Gestalt Therapy Brisbane not to re-credit a FEE-HELP balance.

The review officer at Gestalt Therapy Brisbane is the Director responsible for the FEE-HELP loan scheme of Dr Greer White. Where a student is not satisfied with the decision made by Gestalt Therapy Brisbane he or she may apply for a review of the decision. Reviewable decisions include:

- Refusal to re-credit some or all of a student's student learning entitlement for a unit of study; and,
- Refusal to re-credit a student's FEE-HELP balance.

If a student is not satisfied with the outcome of his/her request for a re-credit of his/her FEE-HELP balance, he/she may appeal in writing to Dr Greer White, Director, Gestalt Therapy Brisbane, within 45 days from the day he/she first receives notice of the outcome. The appeal needs to include:

- The student's name and current address;
- The subject/s, semester and year to which the student is applying for a Review of the decision not to re-credit a FEE-HELP balance; and,
- The specific reasons for seeking the review.

Dr Greer White, Director, Gestalt Therapy Brisbane will acknowledge receipt of an application for review of a reviewable decision in writing and inform the applicant that he/she will be advised in writing of a decision within 45 days and if the student is not advised within 45 days of the decision that has been made this lack of communication is confirmation that the original decision is upheld. The written notice of receipt of the decision will inform the student of his/her right to appeal to the Administrative Appeals Tribunal (AAT) and will provide contact details for the nearest AAT and the approximate costs of making an application.

### **Communication of results of appeals procedure**

Once a decision has been made about a student's application for review of the decision a Notice of Decision letter will be sent. This letter will include the reasons for the decision regarding a re-credit of the FEE-HELP balance. If the decision is made to re-credit the FEE-HELP debt the student will be informed of the amount of the debt to be reduced and who to contact to answer further questions. The written Notice of the Decision will inform the student of his/her right to appeal to the Administrative Appeals Tribunal (AAT) and will provide contact details for the nearest AAT and the approximate costs of making an application.

### **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). Any and all information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

This procedure is published in the Gestalt Therapy Brisbane Policy and Procedure Handbook. Furthermore, it will be sent to student applicants on receipt of their application for enrolment.

**This procedure is communicated to academic staff and support staff. Directors are responsible for the education of all staff in the application of the procedure.**

## Policy No 9C

### Workshop Fees

Ratified by CGB on 30 March 2020ac

#### Purpose

To set out Gestalt Therapy Brisbane Pty Ltd policy and procedures in relation to the administration of fees for the attendance of Workshops at Gestalt Therapy Brisbane.

#### Accessing this policy

This policy is available on the GTB website.

#### Introduction

Workshops are open to student and the public to attend outside of any usual study arrangement. The workshops are individually ran as events and are not part of tuition fees. Attendee will need to register via the GTB website> Professional Development Workshop page/s, found at: <http://www.gestalttherapybrisbane.qld.edu.au/workshops>

Gestalt Therapy Brisbane administers all registration for attendees.

#### Who is eligible?

GTB provides opportunities for continued learning with public workshops being presented throughout each year by local and international experts in their field. We always aim to provide the highest quality continuing education, training and development opportunities.

#### Payment and Refund procedures for Workshops (1 to 2 days)

1. It is an expectation that participants will book their place and pay the cost of the workshop prior to attendance,
2. Participants will receive a full refund of their payment of the Workshop fee if notice is given to GTB of non-attendance up to 7 days prior to the workshop,
3. A \$50.00 administration charge will be levied if notice is given of inability to attend less than 7 days prior to the workshop. However full payment will be expected if cancellation occurs within 24 hours of the commencement of the workshop.
4. Additional to this GTB may need to recoup funds for external facilitators and therefore charge an additional fee for cancellation after numbers have been confirmed with an external facilitator. Participants who cancel their enrolment will be informed if this fee applies at the earliest convenience.

#### Payment and Refund procedures for Advanced Workshops (3 -10 days)

1. It is an expectation that participants will book their place and pay the cost of the workshop prior to attendance;
2. A deposit of 25% of workshop fee is to be paid 3 months prior to workshop to secure a place in workshop. A refund of this deposit will be given only if withdrawal occurs 3 months prior to the workshop.
3. The full payment of the workshop fee needs to be paid one week before the commencement of the workshop.

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otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

This procedure is published in the Gestalt Therapy Brisbane Policy and Procedure Handbook. Furthermore, it will be sent to student applicants on receipt of their application for enrollment.

**This procedure is communicated to academic staff and support staff. Directors are responsible for the education of all staff in the application of the procedure.**

## Policy No 10

### STATEMENT OF TUITION ASSURANCE

Ratified by the Academic Governance Body 14 December 2017

#### PRO FORMA

#### STATEMENT OF TUITION ASSURANCE FOR EXEMPT FEE-HELP PROVIDERS

##### Introduction

1. Tuition assurance protects students in the event a course provided by an approved FEE-HELP provider ceases to be provided after it starts but before it is completed.

As an approved higher education provider under the Higher Education Support Act 2003, Gestalt Therapy Brisbane ABN: 34127 810 191 ACN: 127 810 191 must meet the higher education tuition assurance requirements or be exempt from those requirements.

1. It is intended that, from 1 January 2018, Gestalt Therapy Brisbane will be exempted from the requirement to meet the higher education tuition assurance requirements. Instead, Gestalt Therapy Brisbane is required to comply with interim arrangements which ensure similar tuition assurance protection is provided to students.
2. This statement sets out the interim arrangements for tuition assurance that will apply from 1 January 2018 and Gestalt Therapy Brisbane's obligations from that date.
3. If any changes occur to the proposed arrangements outlined below, a revised statement will be provided on Gestalt Therapy Brisbane's website and advised to all students that have enrolled in the intervening period.

What happens if Gestalt Therapy Brisbane ceases to provide an eligible higher education course of study?  
Information for affected students

4. Gestalt Therapy Brisbane will notify affected students in writing that an eligible higher education course of study is no longer provided within 2 business days after Gestalt Therapy Brisbane ceases to provide the course.
5. As soon as practicable, Gestalt Therapy Brisbane will also update its website to reflect that the course is no longer being delivered and to give students information about the tuition assurance arrangements.
6. Affected students may choose either course assurance arrangements or a re-credit of their FEE-HELP balance.

##### Course Assurance

7. The Commonwealth Department of Education and Training (the Department) (or a consultant engaged by the Department) will work with affected students to identify a replacement course and arrange for students to be placed with a second provider.
8. Replacement courses must meet the following requirements:
  - the course must lead to the same or comparable qualification as the original course;
  - the mode of delivery of the replacement course must be the same as or, with the student's consent, similar to the mode of delivery for the original course;

- the location of the replacement course must be reasonable, having regard to the costs of, and the time required for, a student's travel; and
  - the student will not incur additional that are unreasonable and will be able to attend the replacement course without unreasonable impacts on the student's prior commitments.
9. Affected students will be offered a replacement course and may seek a review about whether the course offered to them meets the requirements for replacement courses.
  10. A student who accepts the replacement course offered will not be required to pay the second provider for the replacement components of the replacement course. However, the fees payable for the remainder of the replacement course may be different from the fees payable for the original course.
  11. The student will also receive course credits for parts of the original course successfully completed by the student, as evidenced by a copy of a statement of attainment or other Australian Qualifications Framework certification document issued by the course provider or an authorised issuing organisation in accordance with the Australian Qualifications Framework.
  12. Each affected student will have a period of six (6) months in which to accept the replacement course offer. The Department may extend that period in circumstances that justify an extension.
  13. If an affected student enrolls in a course that is not a replacement course, the student may be required to pay additional tuition fees and might not receive the course credits the student would have received if the student had enrolled in a replacement course.

#### Re-credit of FEE-HELP balance

14. Where the student chooses the re-credit of FEE-HELP balance option, the Department (or a consultant engaged by the Department) will notify the student that he or she may apply to Gestalt Therapy Brisbane to have their FEE-HELP balance re-credited for the affected parts of the original course. The student may nominate the Department (or a consultant engaged by the Department) to make the application on the student's behalf.
15. Gestalt Therapy Brisbane will consider students' applications as soon as practicable and notify them of the decision about the application, together with a statement of reasons for the decision. If an application for a re-credit is accepted, the amount re-credited will be equal to the amount of FEE-HELP assistance received by the student for the affected units of study.
16. Record keeping
17. It is suggested best practice for students to retain assessments, records of competencies or statements of attainment that they receive from their education provider.

#### Privacy Statement

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## Policy No 11

### HEALTH AND SAFETY POLICY

Ratified by the Academic Governance Body 14 December 2017

Gestalt Therapy Brisbane acknowledges the Hesta Super Fund Policy Bank in drafting this policy.

<http://www.austlii.edu.au>

#### Purpose

Gestalt Therapy Brisbane (GTB) recognises the moral and legal responsibilities to provide a safe and healthy work, teaching and learning environment for employees, students, contractors and visitors. GTB further endeavours to ensure that their operations do not place the wider community at risk of injury or illness. GTB pays particular regard to the prevention of sexual assault and sexual harassment.

#### Introduction

Gestalt Therapy Brisbane provides courses studied at GTB. As such GTB has responsibility to ensure that student's learning environments are healthy and safe.

#### Related policies

- Policy No. 3: Grievance Policy and Procedures
- Policy No. 5: Critical Incident Management
- Policy No. 11: Workplace Health and Safety
- Policy No. 17 Special Consideration Policy
- Policy No. 18: Guidelines for Management of Experiential Tuition, Study Groups and Clinical Practice and Supervision
- Policy No. 19: Fair Treatment

#### Accessing this policy

The Health and Safety Policy and related procedures is displayed on the GTB website for all staff and students.

#### GTB is committed to:

- Building a culture of respect and promoting the wellbeing of all students, staff and visitors;
- Ensuring a safe environment for all students, staff and visitors;
- Undertaking risk management activities to adequately manage risks to persons in the work environment, including review of changes to work methods and practices;
- Compliance with all relevant legislation standards, and other requirements to which GTB subscribes;
- Ensuring that all equipment and substances are safe and without risk to health when used in accordance with standard operating procedures;
- Maintaining safe systems of work, the work premises and the work environment, including systems to adequately manage emergency response;
- Providing adequate facilities to protect the welfare of all employees and students;
- Providing appropriate H&S training to all employees and students;
- Providing information and supervision for all staff and students enabling them to work and study in a safe and healthy manner;
- Consulting with all employees and contractors to enhance the effectiveness of the H&S Management System;
- Providing adequate resources to facilitate the fulfillment of the GTB H&S responsibilities;
- Regularly reviewing and evaluating Health and Safety Management systems, including audits and workplace inspections; and,
- Establishing measurable objectives and targets to ensure continued improvement aimed at elimination of work-related injury and illness.

## Responsibilities

**The Directors of Gestalt Therapy Brisbane are** the responsible officers delegated by the Corporate Governance Body who will be accountable for providing a healthy and safe workplace for employees of GTB and a healthy and safe learning facility for students enrolled in GTB courses.

The Directors of GTB will ensure adequate resources are provided to meet the health and safety objectives and implement supporting strategies. In particular they will ensure:

- Appropriate health and safety policies and procedures are developed and implemented to enable the effective management of health and safety and control of risks to health and safety;
- Mechanisms are provided which enable the identification, development, implementation and review of appropriate health, safety and welfare related policies and procedures;
- Mechanisms are provided to enable employees and their representatives to be consulted on any proposals for or changes to the workplace, work practices, policies or procedures which may affect the occupational health, safety and welfare of employees;
- Health and safety performance is an integral component of the GTB's business, teaching and learning and financial plans;
- Mechanisms are provided to regularly monitor and report on health and safety performance; and,
- Annual risk management plans are developed and implemented that incorporate health and safety objectives; and,
- The Health and Safety Policy is reviewed annually to ensure it remains accurate and in line with legislative requirements.

**The Directors** will also be held accountable to ensure:

- Relevant health and safety policies and procedures are effectively implemented;
- All risks to health and safety are identified, assessed and effectively controlled;
- Students have adequate knowledge and skills to carry out their health and safety responsibilities;
- Students are consulted on any proposals for or changes to the workplace, work practices, policies or procedures which may affect the health and safety of employees and students; and,
- All incidents within their area of control are reported and investigated, and basic cause and control strategies are identified.

**All academic staff and students** are required to

- Report any incident or hazards at GTB to one of the Directors of GTB;
- Obey any reasonable instruction aimed at protecting their health and safety while at GTB;
- Use any equipment provided to protect their health and safety while at GTB;
- Assist in the identification of hazards, the assessment of risks and the implementation of risk control measures;
- Consider and provide feedback on any matters which may affect their health and safety;
- Ensure they are not affected by alcohol or another drug which may endanger their own or any other persons' health and safety.

## Health and Safety

GTB will establish **Health and Safety** as a standing item of its Gestalt Educational Processes Committee consisting of management and employee representatives. The Health and Safety Committee will be the principal forum wherein management consults with employees on broad health and safety and policy issues. The responsibilities of the Committee are to:

- Assist in the development, monitoring and review of health and safety policies and procedures;
- Consider any proposal for, or changes to the work, teaching and learning place, policies, practices or procedures which may affect the health and safety of employees or students;

- Promote the importance of health and safety amongst management, employees and students;
- Monitor GTB's health and safety performance;
- Monitor the rehabilitation of injured employees and provision of support to injured students;
- Assist in the resolution of health and safety disputes.

### Review of Policy

The Health and Safety Policy will be reviewed annually by GTB. The review will involve assessing the effectiveness of the policy and program by such means as:

- Reviewing overall health and safety performance; and
- Monitoring the effectiveness of policies and procedures.

### Dissemination of Policy

The Health and Safety Policy and related procedures shall be displayed in the workplace and all staff will be provided with a copy. New employees will be provided with a copy of the policy as part of their induction.

Students will have access to this policy on the GTB website.

The Policy will be reviewed on an annual basis to ensure it remains compliant with the relevant State legislation.

### Useful Information

Student information can be accessed through: <http://www.gestalttherapybrisbane.qld.edu.au/gtb-students>

For further information regarding Occupational Health and Safety, please refer to:

#### Websites:

Queensland Work Cover: [www.workcoverqld.com.au](http://www.workcoverqld.com.au)

NSW Work Cover Authority: <http://www.workcover.nsw.gov.au/Pages/default.aspx>

Safe Work Australia: <http://www.safeworkaustralia.gov.au>

#### Legislation

Queensland: <https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws>

NSW: <http://www.safework.nsw.gov.au/law-and-policy>

Australia: <http://www.austlii.edu.au>

### Privacy Statement

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## Policy No 12A

### STAFF EMPLOYMENT & DEVELOPMENT

Ratified by the Academic Governance Body 14 December 2017

#### Purpose

To promote high standard of teaching and learning in Gestalt Therapy Brisbane Pty Ltd courses through the engagement, development and retention of excellent academic staff, therapists, supervisors and administrative staff at Gestalt Therapy Brisbane (GTB).

#### Related policies

- Policy No. 12B: Staff Responsibilities
- Policy No. 15: Teaching and Learning
- Policy No. 11: Health and Safety
- Policy No. 19: Fair Treatment

#### Accessing this policy

This policy is displayed on the GTB website for all staff and students.

#### Overview

Gestalt Therapy Brisbane Pty Ltd pursues high standards in teaching and learning. A priority is to attract, retain and develop excellent academic staff therapists, supervisors and administration staff as the achievement of the education provided by Gestalt Therapy Brisbane Pty Ltd depends on the performance and contribution of all its employees and contracted workers. Increased organisational effectiveness is generated when the capabilities of employees and contracted workers are enhanced and they are able to better understand, and keep improving, the ways the organisation works, its practices, culture and systems.

#### Employment of Staff

GTB is committed to an equitable and consistent approach to the recruitment, selection, employment and development of its contracted academic staff, recommended therapists, supervisors and administration staff.

Where necessary additional administrative support will be contracted at an hourly rate negotiated with the contracted person.

Academic staff are contracted to provide lecturing, tutoring, group facilitation, clinical practice supervision and assessment support within the educational program.

Therapists are contracted to provide one-to-one therapy to our students.

GTB is a small Institute and the need for staff though important is limited. Consequently, the hours of work contracted with each academic staff member or other contracted worker will be negotiated directly with each person.

Contracted academic staff and workers will be paid according to the rate of pay negotiated by the Directors of GTB. Academic staff and contracted workers will submit an invoice for payment to GTB according to this schedule.

At all stages GTB will conform with the provisions of the Australian Workplace Relations Act 1996 (Commonwealth) and the Industrial Relations Act 1999 (Queensland) as they relate to the functions of GTB.

GTB will take all reasonable steps to promote a healthy and safe workplace (see Policy No. 11: Health and Safety) that is free from discrimination and harassment and provides appropriate adjustments to meet employee's needs (see Policy No. 19: Fair Treatment).

### AQF+1 Qualifications for Academic Standards

All new staff must provide evidence that shows that they have obtained AQF+1 in relationship to the Master of Gestalt Therapy taught at GTB. Prospective staff must address the following criteria in written statement. They must attach documentary evidence to support their statement. AQF+1 compliance will be determined by the Directors of Gestalt Therapy Brisbane according to the following criteria.

1. Providing evidence of the number of years that the person has engaged in the practice of psychotherapy and in particular Gestalt therapy. A minimum of 5 years of working with the Gestalt therapy modality is required.
2. Providing evidence of membership in a Professional Association. E.g. Clinical Member of PACFA.
3. Providing evidence of engagement in relevant tuition and education over a number of years and the development of the curriculum for teaching. Consideration will also be given to a person's demonstrated high level of understanding of what is contained in a four year Gestalt therapy program.
4. Providing evidence of appropriate education and work experience. This will include the successful completion of Gestalt therapy tuition. A detailed CV is sufficient evidence for this.
5. All applicants must have obtained a Master degree in a related field. **Any contract is conditional on the successful completion of a Master program.**
6. Scholarly Activity and Leadership: Evidence needs to be provided that a person has engaged in some of the following:
  - Research;
  - Presentation of Conference papers in a relevant area;
  - Development and presentation of professional workshop in a relevant area;
  - Publication of journal articles;
  - Leadership within the therapeutic community;
  - Leadership in tertiary education.
7. Other: Staff can also argue that they have AGF+1 in other ways that may seem appropriate to them.

AQF details can be found at <http://www.aqf.edu.au/>

### Appointment of Academic Staff

The selection of contracted academic staff for GTB will be undertaken on the basis of merit and will be the responsibility of the Directors of GTB.

In order to ensure the integrity of the teaching program, the proposed appointment of people to the academic staff will be:

- Approved by the Directors GTB; and
- Ratified by the Academic Governance Body (AGB) and the Corporate Governance body (CGB) for both GTB appointments.

## Administrative Resourcing of Contracted Academic Staff

GTB will provide appropriate resources and facilities to all staff that will support their educational requirements. Limits to photocopying, printing, and internet and telephone usage will be set at a reasonable limit.

## Mentoring Program

All prospective contracted academic staff who do not have recent Gestalt therapy educational experience must undertake a two year Mentoring Program which introduces them to the courses offered by Gestalt Therapy Brisbane at GTB and provides them with support and guidance as to how to undertake this work. The Mentoring Program will include observation of the work of the Directors and academic staff in lecturing, group facilitation, assessment correction, clinical practice supervision. The Mentoring Program is the under the direct supervision of the Directors or an appointed academic staff member.

An evaluation of each individual's skill and aptitude will be undertaken throughout and at the completion of the two years. An individual may be asked at the discretion of the Directors of GTB to cease his/her involvement in the Mentoring Program at any time during the program. The individual will be given the reasons for the cessation of his/her involvement in the Mentoring Program. If the individual is not satisfied with the reasons given or the process used he/she is entitled to use Gestalt Therapy Brisbane's Grievance Procedures. It is noted that any individual who engages in the Mentoring Program is not automatically assured of a contracted academic staff position.

## Staff Development

Staff development plays a significant role in attracting, developing and retaining excellent staff. However, it is acknowledged that all academic staff employed by GTB are employed on a contracted basis with a limited number of hours of work available for each of them. Consequently, it is expected that academic staff members also receive staff development at other institutions that employ them, or they take responsibility in part for their own professional development as private practitioners. Gestalt Therapy Brisbane is committed to supporting the Professional Development that will enhance organisational effectiveness and enhanced learning and teaching.

1. GTB actively acknowledges that its most important resources are its academic staff and staff and the knowledge, skills and values they bring to their work;
2. Staff Development is a process through which Directors, academic staff and staff continue to learn and expand their capability to be effective in their work;
3. The provision of professional development opportunities will create a positive and stimulating environment in which Directors, academic staff and staff are able to achieve success and satisfaction in their work, and the Institute achieves excellence as an academic institution;
4. GTB invests in staff development for its Directors, academic staff and staff to:
  - Encourage and support staff to reflect on their practice, maintain currency in their field, develop their work capabilities, manage their careers and participate in relevant staff development programs and activities;
  - Support staff to improve their qualifications;
  - Encourage staff to maintain currency in Learning and Teaching practices in the field of Counselling and Psychotherapy and to continuously improve their effectiveness as teachers;

- Encourage staff to take an interest and engage in research in the area of Counselling and Therapy and to obtain currency in the field of research;
- Enable staff to deal effectively with change;
- Facilitate staff to keep abreast of international development in the theory of Gestalt therapy and the education of Gestalt Therapists;
- Help maintain and develop the quality of work in the Institute; and,
- Enable staff to contribute effectively to the achievement of the objectives and mission of the Institute.

5. Staff development is viewed as both:

- The processes through which staff reflect on, plan and advance their careers; and
- The activities in which staff participate to extend and deepen their work capability.

These activities can include:

- Involvement in formal and informal discussion groups and workshops;
- On-the-job education and learning such as Gestalt Therapy Brisbane's Mentoring Program;
- Study in accredited programs and courses, including tertiary qualifications for Teaching staff. For Gestalt Therapy Brisbane this may mean a commitment to ensure all Teaching staff has obtained their Master of Gestalt Therapy;
- Staff meetings where developmental issues are raised e.g. correcting of assignments, teaching with PowerPoint, teaching with an experiential focus, etc;
- Attendance at Conferences especially GANZ Conferences;
- Attendance at workshops and educational programs offered by Gestalt Institutes in Australia and overseas;
- Attendance at workshops conducted by Gestalt Therapy Brisbane's Visiting Academic Staff. These workshops will focus on meeting the needs of both academic staff and students.

6. GTB encourages participation in staff development and recognises that responsibility for performance and development lies jointly with contracted academic staff and the Directors:

- Each contracted academic staff and staff member is encouraged to take ultimate responsibility for their own professional development and to seek and take advantage of opportunities for development;
- The Directors will ensure that staff have opportunities to review their progress and receive feedback from students, other staff and Directors. Staff will engage in discussion with the Directors in order that their needs can be identified and that they may be provided with support and resources to meet their needs;
- The Directors will also ensure that staff meetings address the Professional Development needs of academic staff by designating time at each staff meeting for this purpose. Issues and topics that will be covered will be identified by the academic staff and through the review of subject and academic staff processes;
- The Directors will organise Professional Development each year for staff within the visiting academic staff program;
- The Directors will attend to their own professional development throughout each year; and,
- The Directors will allocate in each year's budget an amount for the Professional Development of staff.

7. Register of Staff Development Activities

The Directors and contracted academic staff will keep a record of their educational activities for inclusion in reporting processes to accreditation authorities.

### Assessment of Staff Performance

The Directors will review staff performance with each staff member on an annual basis, or sooner if the need arises. This will occur after the Academic Staff Review Questionnaire has been completed and feedback collated.

Concerns about staff performance will be managed under this policy and Policy No. 12B: Staff Responsibilities.

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## Policy No 12B

### Staff Responsibilities

#### Discipline of staff in the event of staff misconduct including academic misconduct

Ratified by the Academic Governance Body 14 December 2017

#### Purpose

Gestalt Therapy Brisbane (GTB) is committed to providing quality Gestalt therapy education in a supportive teaching and learning environment that maintains academic standards.

This policy outlines responsibilities in that regard and the consequences of breaches of those responsibilities.

#### Related policies and documents

- Policy No 1: PACFA Code of Ethics
- Policy No. 2: Guideline for Educational Program: Ethical Considerations
- Policy No. 3: Grievance Policy and Procedure
- Policy No. 5: Critical Incident Management
- Policy No 12A: Staff Employment and Development

#### Accessing this Policy

This policy can be accessed on the GTB Website.

#### Application of this policy

This policy applies to all staff engaged at GTB including academic staff, administrative and support staff, guest lecturers, supervisors and therapists to the extent of GTB engagement with them.

It applies to staff in all teaching and learning and work-related interactions with each other, contacts and clients.

It applies at any site where GTB functions are undertaken (including social functions and celebrations), and while on trips and attending conferences.

#### Responsibilities

##### Corporate Governance Body

The Corporate Governance Body is responsible for the oversight of all of the operations of GTB including:

- Monitoring the organisation meeting the operational and business plans; and,
- Monitoring of risks.

##### Academic Governance Body

The Academic Governance Body (AGB) is responsible for oversight of all Gestalt therapy educational programs run by GTB including the:

- Maintenance of academic standards;
- Assuring effective quality arrangements for the educational program; and
- Management of Stage 2 of the formal grievance procedure.

##### Directors

The Directors of GTB are responsible for:

- Reviewing staff performance;
- Monitoring the teaching and learning and work environment
- Treating all complaints seriously and attending to them promptly;

- Seeking expert help for complex or serious matters;
- Bringing matters of a serious nature to the attention of the AGB; and
- Referring matters of a serious nature to professional associations and/or to the police as appropriate.

### Year Coordinators

Year Coordinators are responsible for:

- Reviewing performance of teaching staff under their supervision;
- Monitoring the teaching and learning and work environment
- Treating all complaints seriously and attending to them promptly; and
- Bringing matters that are unresolved or those of a serious nature to the attention of a Director.

### Staff

Staff are expected to abide by all GTB policies, and in particular:

- Policy No. 1: the PACFA Code of Ethics
- Policy No. 2: Guideline for Educational Program: Ethical Considerations
- Policy No. 6: Student Support
- Policy No. 11: Workplace Health and Safety
- Policy No. 12: Staff Employment and Development
- Policy No. 15: Teaching and Learning
- Policy No. 19: Fair Treatment: policy on discrimination and harassment and the provision of reasonable adjustment

Staff are expected to abide by the terms of their contract with GTB.

Staff engaged in the teaching of students, including clinical supervisors and therapists are required to:

- Maintain their membership of PACFA or another relevant professional body e.g. APS or AASW, etc and be a member of GANZ
- Maintain a private practice incorporating Gestalt methodology along with any particular approach they are qualified to provide;
- Commit time to their own professional development and in particular to the development of their Gestalt therapeutic skills;
- Maintain and extend their scholarship in Gestalt therapy and teaching and learning; and
- Engage in the development of the Gestalt professional community and in particular the formation of a Gestalt graduate community.

### Procedures

1. Directors and Year Coordinators will raise concerns with relevant staff as soon as they are aware of them and will seek to resolve the matter directly. This will be done in a confidential manner unless the concern comprises a critical incident, in this case action will be taken in accordance with Policy No. 5: Critical Incident Management, until the immediate risk is resolved. Follow up with the staff member will be undertaken in a confidential manner.
2. Staff members will be given opportunity to respond to the concerns.
3. If this does not resolve the concerns being raised by a Year Coordinator, they will confer with the Directors as to the appropriate course of action.
4. The Directors may direct a staff member to take a certain course of action to resolve the concerns and may require close supervision of the staff member to ensure the concerns are addressed.
5. Where the concerns remain unresolved or are of a very serious nature, the Directors may suspend the

contract of the staff member.

These matters will be referred to the AGB and/or CGB and, with their agreement, to relevant professional associations.

Matters of a possible criminal nature will be referred to the police.

6. Documentation needs to be made of any issues raised and actions taken by staff and outcomes to be implemented with clear timeframes. This documentation should be maintained on confidential files at GTB for future reference.

### **Consequences of breach of the policy**

**Disciplinary action** will be taken by GTB against any staff member found to have breached their responsibilities as set out above. Action will be appropriate to the breach and may include:

- an official warning and note on their personnel file;
- requirement to make a formal apology;
- counselling;
- conditions on their contact of employment;
- termination of their contact for serious matters; and/or
- referral of matters to professional associations and/or the police where this is required.

### **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). Any and all information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

**Policy No. 13:  
Use of GTB Premise**

Ratified by the Corporate Governance Body 30 March 2020

**Purpose**

To provide student access to resources of Gestalt Therapy Brisbane (GTB) to assist them in their studies, and to protect those resources for the use of other students and academic staff

**Related policies**

- Policy No. 6A: Assessment and Completion of Training
- Policy No 13 appendix 1 - GTB Floor Plan

**Accessing this policy**

This policy is available on the GTB Website.

**Use of the Premises**

The educational needs of the designated program will have priority over any other use of the GTB Premises.

**Directors' use the Premises**

The Directors of GTB have the authority to use the consulting rooms at GTB for their own private counselling practice. It is an expectation that the Directors will purchase, or part purchase their own furniture for their counselling room. This furniture and equipment will be listed on the GTB Asset Register in a separate section and the contents will be listed for insurance purposes. There will be no charge to the Directors for the use of a room at GTB. However, the rooms need to be made available to the GTB program on weekends of education. They also need to be made available when possible for students in study group meetings and for the students' practice of Gestalt therapy with clients.

Educational needs on the designated program weekends will have priority over the private practice needs of the Directors. On all other occasions, the private practice needs of the Directors will have priority over student needs.

**Staff use of the Premises**

Academic staff have the authority to use the consulting rooms at GTB for any work with GTB students. Other use by academic staff will need to be contracted with the Directors and booked through the booking system.

**Student use of the Premises**

Students, academic staff and year coordinators need to make a booking for the use of a consulting rooms through the booking system. It is noted that priority for consulting room bookings will be given to students who need to fulfil the requirements of their education program.

There will be no charge to students, first year graduates or academic staff for the use of a consulting room at GTB when they are engaged in the requirements of any element of the educational program. There will be no charge to students when they book the large education rooms for their study group. This privilege of no charge for the consulting rooms will be extended to graduates if they are working to set up their private practice in their first year of practice as a psychotherapist.

**Other use of the Premises**

Other parties may request to use the premises consulting rooms, or large education rooms; including students, graduates, academic staff, Gestalt therapists to engage in their paid Private Practice as per the charges for hire.

**Charges for hire of the Premises**

Charges for hiring a consulting room are:

- |                       |              |          |
|-----------------------|--------------|----------|
| • One (1) hour        |              | \$22.00  |
| • Morning 3.5 hours   | 9.00 – 12.30 | \$50.00  |
| • Afternoon 3.5 hours | 1.00 – 4.30  | \$50.00  |
| • Evening 3.5 hours   | 4.30 – 8.00  | \$50.00  |
| • Whole day 7.5 hours | 9.00 – 4.30  | \$100.00 |

GST will be added to each of the above items.

**Use of large education rooms**

Students or academic staff may make a booking for the large education room they wish to engage in supervision group work or a workshop.

Charges for hiring a large education room are:

- |                              |                                   |
|------------------------------|-----------------------------------|
| • Students & academic staff  | \$25.00 per hour exclusive of GST |
| • Private practitioners      | \$50.00 per hour (plus GST)       |
| • Non-profit organisations   | \$30.00 per hour exclusive of GST |
| • Profit-based organisations | \$50.00 per hour (plus GST)       |

\*All external requests will be approved by the GTB Directors before accepting the hire request.

You will be invoiced by GTB for your room hire as per the charges outlined within this policy. Cancellation of a booking with less than 48 hours notice may incur an administration fee equal to 50% of your hire charge.

**Use of the premises for Professional Development events**

Gestalt Therapy Brisbane will designate a number of Professional Development days each year. On these days there will be some limitation on the use of the premises for the Directors, year coordinators, academic staff, students and practitioners. GTB will contract a number of people to present a Professional Development day/s for GTB. This contracted work will be paid at 60% of the total income (less GST) of the day to the guest academic staff. Academic staff member/Directors who present workshops or group sessions under the name of Gestalt Therapy Brisbane will also be entitled to take 60% of the takings of the workshop or group session.

**Make a booking**

Go to: <http://www.gestalttherapybrisbane.qld.edu.au/room-bookings>

Complete the request form online (this will go directly to GTB for review). We will send you a confirmation email when your request is received and actioned.

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## Policy No 14

### CHEATING AND PLAGIARISM POLICY

Ratified by the Academic Governance Body 14 December 2017

#### Purpose

This policy supports the upholding of academic integrity at Gestalt Therapy Brisbane.

Gestalt Therapy Brisbane Pty Ltd is committed to upholding the stands of academic integrity and honesty at Gestalt Therapy Brisbane (GTB). Cheating, collusion and plagiarism in any form is unacceptable and will be treated seriously by the Institute.

#### Related policies

- Policy No. 6A: Assessment and Completion of Education
- Policy No. 6B: Student Support
- Policy No. 6C: Moderation
- Policy No. 8B: Termination of Student Enrolment

#### Accessing this policy

This policy is available on the GTB Website.

#### Definitions

**Cheating:** Seeking to obtain an unfair advantage in written or practical work required to be submitted or completed for assessment.

**Collusion:** Unauthorised collaboration on assessable work with another person or persons.

**Contract Cheating:** When a student employs a third party to undertake their assessment.

**Plagiarism:** To take and use another person's ideas and or manner of expressing them and to pass them off as one's own by failing to give appropriate acknowledgement. This includes material from any source, staff, students or the Internet. It can be published and unpublished works.

Plagiarism occurs when students fail to acknowledge that the ideas of others are being used. Specifically, it occurs when:

- Other people's work and/or ideas are paraphrased and presented without a reference;
- Other students' work is copied or partly copied;
- Phrases and passages are used verbatim without quotation marks and/or without a reference to the author or a web page;
- A student relies fully on the work of another student in the formulation of group work or written work; and,
- Lecture notes are reproduced without due acknowledgement.

It is the Student's responsibility to:

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoid lending original work to others for the purpose of the other taking ideas and content from the work;
- Be clear about assessment conditions for assessment items;

- Be clear about what is appropriate referencing and the consequences of inappropriate referencing; and,
- Discourage others from plagiarising by observing the practices above.

Academic staff at GTB have a duty to educate students about the APA referencing conventions used at GTB for their written and oral work and provide clear examples of what is acceptable. Academic staff also need to also ensure they understand what plagiarism is and ensure that students are aware of GTB's Plagiarism Policy. It is the responsibility of academic staff of GTB to:

- Inform all students of appropriate referencing techniques and provide clear examples of what is acceptable;
- Clearly explain academic expectations and what constitutes plagiarism to students in course profile literature;
- Set appropriate conditions for group work and make clear the distinction between group work and individual work; and,
- Cultivate, with their students, a climate of mutual respect for original work.

An academic staff member who suspects that plagiarism has occurred must produce evidence (through identifying the source) to support their allegation and present this to a Director.

A student who it is thought has plagiarised will be provided with the opportunity to respond and will be asked to meet with a Director to discuss the matter. The Director is required to put the matter to the student, identify the passages that are alleged to be plagiarised and their source. The Director must decide whether or not they believe that plagiarism was likely to have been intentional or unintentional. The Director will record any statements made or not made by the student that indicate that the plagiarism was intentional rather than unintentional.

If the student is unable to provide a satisfactory explanation of the correspondence between the student's work and the sources identified by the Director, it will be assumed that plagiarism was done with intention to cheat.

### ***Findings regarding intent***

If the failure to acknowledge the ideas of others was not intentional, the only offence the student has committed is the academic misdemeanour of failing to reference a source correctly. There will be instances when a student unintentionally fails to cite sources or to do so adequately. For example, a student;

- May clearly recognise the need for referencing but references carelessly or inadequately;
- Has undertaken extensive research but, in the process, loses track of the source of some material; or,
- Is ignorant of the APA referencing academic conventions.

A student who is guilty of academic misdemeanour may be required to correct the error/s made.

If a Director is reasonably satisfied that the plagiarism was, more likely than not, done with the intention to obtain an unfair advantage in assessment, the matter will be named as intentional plagiarism.

If a Director names that a piece of work was completed through plagiarism the student will be given a warning and asked to resubmit the relevant piece of work. No more than a Pass grading will be awarded to a student who has resubmitted work after a plagiarism offence has been found against that student. Students who continue to be found to have plagiarized their work will be asked to withdraw from the course.

A student's file will record any warnings with regard to plagiarism or cheating and the outcomes (if any) of an accusation of plagiarism. The student will have access to this information and any subsequent allegations of plagiarism that are made against the student.

If a student does not agree with the outcome of the finding made against them and expresses this disagreement they will be invited to take recourse through following GTB's Policy No 3: Grievance Policy and Procedures.

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## Policy No. 15

### Teaching and Learning

Ratified by the Academic Governance Body 1 November 2018

#### Purpose

This policy sets out the approach of Gestalt Therapy Brisbane Pty Ltd in promoting teaching and learning in its higher education courses taught at GTB and in relation to exercise of academic scholarship by staff of GTB.

#### Related policies

- Policy No. 6A: Assessment and Completion of Education
- Policy No. 6B: Student Support
- Policy No. 8A: Criteria and Procedures for Selection of Students
- Policy No. 12A: Staff Employment and Development
- Policy No 12B: Staff Responsibilities
- Policy No. 14: Cheating and Plagiarism

#### Accessing this policy

This policy is available on the GTB Website.

#### Introduction

Gestalt Therapy Brisbane holds a commitment to high-quality learning and teaching and to meeting the TEQSA Threshold Standards. This Policy document articulates the broad principles underlying learning and teaching in an experiential tradition at GTB. The teaching and learning environment offered at GTB rests on Gestalt therapy principles, that is, the philosophies of existential-phenomenology and holism and associated dialogical and experiential processes.

Existential phenomenology is a philosophical method with its roots in the work of Husserl, Heidegger, and Merleau-Ponty. The method places an emphasis on the exploration of a person's actual being, existence and reality (ontology) prior to developing an analysis of knowledge about that existence (epistemology). This translates to an investigation of a student's being-in-the-world or their life-world as they move through their education.

Holism postulates that each student is inherently moving to wholeness and that everyone needs to be considered as a whole and in relationship to his or her mind, body, emotions and spirit. GTB is concerned with the education of the whole person and pays regard to each student's personal growth, self-understanding, intellectual development and interpersonal skill enhancement.

A dialogical relationship respects the unique personhood of each student. GTB enters into an engagement with each student so that they will feel listened to and understood. Such a relationship enhances the learning potential and opens up a student to life enhancing change.

The design of the courses are consistent with an experiential learning model outlined by Prof. David Kolb, and frequently used in adult education. The four components of learning and how they are incorporated are:

- Concrete Experience: gained through participation in group work, as a client in practice sessions, and personal therapy.
- Abstract Conceptualisation: gained through didactic teaching and written assignments.

- Reflective Observation: gained through observation of practice sessions, and reflective assignments focusing on the relationship between theory and their practice.
- Active Experimentation: gained through acting as a student therapist and as the equivalent of an 'intern' in supervised practice in final years.

Experiential processes also build on Kurt Lewin's experiential learning theory. This theory holds to teaching and learning being an integration of theory and practice. This teaching and learning practice is described as a cyclical pattern of experience, reflection, conceptualization, action and further experience.

Historically, Gestalt therapy has been influenced by both field theory and system theory with the emphasis more recently being placed on field theory. That influence requires Gestalt practitioners to be aware, and to promote an awareness of the environments in which people are situated. Gestalt therapy holds that a person is inseparable from their environment, context or situation. GTB recognises that the contemporary cultural context includes systemic conditions that marginalise and exclude people from access to support and resources. Such exclusion and marginalisation is often based on a person's age, domestic violence experiences, experience of disability, gender identity, mental illness, race, and/or other attributes. GTB sees that some of those systemic conditions in the contemporary context promote "stories of separation" (Fairfield, 2018) in our culture. Those stories separate, divide and dehumanise people. GTB is fundamentally a Higher Education institute whose main focus is teaching the skills and attributes of Gestalt therapy practice. However, it is committed to providing a quality teaching and learning experience through acknowledging and attending to field issues in the learning context. In meeting this commitment GTB draws on contemporary Gestalt principles to facilitate "stories of connection" (Fairfield, 2018) within the learning context. Those stories involve practices that build compassion and are humanising, even in difference. It will do this through the following processes:

- Drawing on Gestalt's dialogical-relational principles in the learning context
- Specifically facilitating (where appropriate) a collaborative relating and resonance process
- Allocating specific teaching time within the established curriculum for training in working with particular populations, including but not limited to:
  - Aboriginal or Torres Strait Islander peoples,
  - those who experience disability,
  - and those who experience mental illness
- Facilitating people's difference within a collaborative relational model
- Collaborating with stakeholders and experts in working with particular groups and populations
- Engaging with academic staff to support the development and maintenance of the skills of collaborative relating, resonance and sensitive groupwork practice as a part of the learning and teaching process.

GTB prides itself on graduating high quality Gestalt practitioners who can take their place in private psychotherapy practice, as professionals in community or government agencies, in the corporate world, and other relevant fields. This is achieved through a thorough integration of theory and practice in our educational program. Our academic staff introduce students to Gestalt therapy through attention to both educational structures and processes, integrating theory and experiential learning to support students' development of their knowledge and level of practice competence.

Maybe there needs to be a section here about the design of the course.

### Learning Outcomes and Assessment

The learning outcomes and assessment for each unit of education in the Graduate Certificate in Gestalt Therapy and the Master of Gestalt Therapy are articulated and mapped in documents entitled (*Name of Unit*) *Assessment of Learning Outcomes and Graduate Attributes*. The outcomes for each unit of study hold both discipline related and generic outcomes including specific knowledge and skills and their application to the practice of Gestalt therapy, generic skills and their application in the context of the practice of Gestalt therapy, knowledge and skills required for employment and further study including membership in a professional association and skills in independent and critical thinking for life-long learning. GTB's learning outcomes are consistent with the Australian Qualifications Framework (AQF) levels 8 for the Graduate Certificate in Gestalt Therapy and 9 for the Master of Gestalt Therapy.

GTB's assessment of student achievement is achieved through both an aggregation of assessments at unit level and the specific assessment of a capstone unit, TG400 Theory, Research and Practice.

### Qualifications and Certification

See 1.5

GTB will also achieve a high level of teaching and learning for its Directors, students and staff through:

- Attending to individual learning and teaching needs;
- Being respectful of difference;
- Engaging in relationships that are dialogical and positive.
- Complying with GTB's Policy and Procedures as outlined in the Policy and Procedures Handbook;
- Meeting professional standards as outlined by the following bodies:
  - PACFA Code of Ethics and Code of Good Governance;
  - Accreditation Requirements for Higher Education, PACFA;
  - Department of Education and Training for FEE-HELP;
- Remaining critical, well informed and up-to-date with knowledge and research in the area of psychotherapy and Gestalt therapy;
- Making appropriate use of information and communications technologies;
- Maintaining a high quality of course and unit documentation,
- Monitoring and evaluating learning and teaching processes through receiving feedback from students, academic staff and other stakeholders.

### Quality Teaching and Learning

GTB works for effective student-centred learning and acknowledges that people learn in a variety of ways. In order to maximise the potential of the learning experience for all students teaching is:

- Conducted in the context of, and with reference to, the graduate learning outcomes and the learning outcomes of GTB's courses;
- Focused on learning outcomes for students, in the form of knowledge, understanding and skills and aims to develop the attitudes and values of mature adult learners;
- Cognisant of beginning the teaching process by understanding the knowledge, capabilities and backgrounds of students;
- Coherent in the integration of objectives with teaching procedures and assessment;
- Clear in communicating to students GTB's expectations, requirements and methods in which they can achieve their potential;

- Engaging of students as active participants in the learning process;
- Linked with the latest research and scholarship in ways that allow students to see how understanding evolves, and is subject to challenge and revision;
- Attempting to excite students about innovative developments in the area of psychotherapy;
- Promoting the development of co-operative learning among students and academic staff;
- Encouraging students to develop independent learning skills by providing appropriate tasks to develop analytical and critical thinking skills;
- Accompanied by a range of academic and personal support services.
- Supported by an appropriate level of facilities and learning resources.

### Academic Freedom

GTB supports the right of academic staff and students to express their views and opinions and to investigate issues that are of particular interest to them. It is the responsibility of Directors to foster this freedom. It is also the responsibility of academic staff and students to approach issues in a balanced, open and fair way supported by academic rigour. GTB will:

- Encourage the questioning and criticism of accepted views and theories and thus cultivate in students critical and independent thought; and
- Promote and protect free intellectual enquiry and its expression in its higher education learning and teaching activities.

People who hold views and opinions that are not aligned with Gestalt therapy or GTB will not be penalized. However, students, academic staff and staff must abide by the PACFA Code of Ethics, and all policies of GTB including, but not limited to:

- Policy No. 1: PACFA Code of Ethics
- Policy No. 2: Guideline for Education Program: Ethical Considerations
- Policy No. 12B: Staff Responsibilities
- Policy No. 14: Cheating and Plagiarism

### Support for Teaching and Learning

GTB will encourage effective learning and teaching through a range of strategies and processes, which have been endorsed by the Directors of Gestalt Therapy Brisbane and by its Academic Governance Body. These strategies and processes include organisational structures, policies and procedures, programs and professional learning opportunities. These strategies and processes also ensure that GTB maintains academic quality and integrity in its higher education operations. Examples of these strategies and processes include:

- Academic Governance Body (AGB) Terms of Reference and processes;
- Gestalt Education Processes (GEP) Terms of Reference and processes;
- Policies and Procedures as outlined in the Policy and Procedure Handbook, including Policy No 14: Cheating and Plagiarism.
- Commitment to engaging with the APA Referencing system and the continual presentation of this to students.
- Commitment to actively engage in the detection of academic misconduct including cheating and plagiarism whilst working with students and f academic staff.
- High Quality of GTB's academic staff and an investment in their development. A minimum of \$5,000 per year is budgeted each year for PD opportunities for academic staff. At times this PD allowance is taken over 2 years to address the issue of Directors and academic staff attendance at the relevant Conferences;
- Investment in the development of GTB's Library and Resources. A minimum of \$7,000 for Library and Teaching Resources is budgeted each year;

- Commitment to the GTB Strategic Plan and implementation of same;
- Development of GTB's two courses, the Graduate Certificate in Gestalt Therapy and the Master of Gestalt Therapy, as recommended through its Tertiary Education Quality Standards Authority (TEQSA) Accreditation processes and development within the Psychotherapy field;
- Commitment to Quality Review Processes E.g. Annual Financial Audit, Department of Education and Training (DET) Quality Audit Processes, Reporting to TEQSA and data entry for DET;
- Responsible and accountable financial management of GTB that supports the long term feasibility of its educational program.

### Review of Learning and Teaching

GTB will review the quality of its learning and teaching and the resources and facilities that support this learning and teaching on an ongoing basis and more intensively in a 7 year cycle. It will do this through the following structures and processes:

- Ensuring the Academic Governance Body meets its Terms of Reference and thus protects the academic integrity and quality of GTB's course;
- Implementing the Cycle of Improvement Process detailed in the GTB Strategic Planning Plan, Implement, Review, Improve cycle;
- Following recommendations that arise through the GEP and AGB meeting processes while reviewing student and staff feedback;
- Ensuring access to reasonable and acceptable higher education resource facilities such as computer, internet, data projectors, relevant data bases, other relevant equipment, etc;
- Ensuring adequate library resources to meet the needs of students for borrowing purposes and to support the writing of designated assessment work;
- Reviewing changes in Gestalt therapy and psychotherapy in order to ensure resources for teaching, learning and borrowing are relevant and up to date;
- Budgeting processes that allocate adequate funds to teaching and learning equipment, library resources, IT facilities and staff development.
- Following improvement recommendations that are made through the PACFA and Higher Education accreditation processes.
- Benchmarking courses, units, resources, facilities against other similar courses and institutes including Gestalt therapy education overseas.

### GTB practices

GTB has built up a number of practices since its beginning in 2008. These practices aim to acknowledge the learning group and support the development of the Gestalt therapy community and our cocreated culture. They are open to review by academic staff but until reviewed it is expected that they will be continued.

1. Acknowledgment of Country: A student or academic staff member will acknowledge that the land upon which GTB engages in its education program was first held by Australia's indigenous people;
2. Lighting of candle: At the beginning of each day of education students are asked to light a candle and to express an intention for contact for all for that learning period.
3. Check in: Following the acknowledgment of country and the lighting of the candle with intent students and academic staff are given time to make contact with one another. This is a discrete activity that aims to bring all participants into the learning process. Usually, it will be a short process where all are acknowledged by sharing something that is relevant for them for the day. It is never an expectation that everyone needs to speak, however, anyone who chooses not to speak in the check in activity will be acknowledged by the academic staff member. It is not appropriate to pay attention to any particular person during this process with undue time.

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Fairfield, M. (2018). The ground for inclusion: Diversity and interdependence. *Gestalt Journal of Australia and New Zealand*, 14(2), 19-44.

## **RISK MANAGEMENT POLICY**

Ratified by the Corporate Governance Body 6 January 2015

### **Commencement Date**

1 January 2013

### **1.0 Purpose**

This policy describes the Gestalt Therapy Brisbane Pty Ltd's commitment to facilitating strategic and operational goals and objectives through risk management, enabling continuous improvement in decision-making and performance at both GTB.

GTB will promote continuous improvement and review of risk management through regular training, monitoring, audit and reporting processes.

#### **1.1 Accessing this policy**

This policy is available on the GTB Website.

### **2.0 Scope**

This policy applies to all employees of the Gestalt Therapy Brisbane and to other parties conducting business on behalf of or acting as a representative of the Institute. It applies to all strategic, academic and operational activities.

Employees in all areas and activities of the Institute are responsible for applying risk management principles and practices in their work areas;

Employees in supervisory and managerial positions are responsible for ensuring that risk management principles and practices are applied by those under their supervision.

### **3.0 Objectives**

To provide a risk management approach to realizing opportunities and benefits, and management of associated risks. This policy provides the basis for:

- senior staff to lead by example with sound risk management practice;
- all stakeholders to support a risk aware culture;
- inherent risks to be identified, analysed, treated, monitored and reported;
- more confident and rigorous decision-making and planning;
- better identification of opportunities and threats;
- pro-active rather than re-active management;
- more effective allocation and use of resources;
- improved incident management;
- improved compliance with relevant legislation.

### **4.0 Implementation**

The Institute will ensure that risk management will be incorporated into the strategic and operational planning processes at all levels within the Institute.

- All current and future Institute activities are to be risk assessed prior to commencement and risk managed throughout the activity's duration;
- All Institute risk identification, analysis, evaluation and treatment are to be reported and updated within the Institute's risk register;
- Risks will be assessed against the Institute's risk assessment matrix according to agreed definitions of likelihood and consequence.
- Business plans and data are informed via appropriate risk management.
- All risks will be assigned an owner who is responsible for monitoring and ensuring that adequate controls and treatments are being applied so that risks are brought within tolerable levels.

### Use of Key Risk Information

The Institute will use key risk information to:

- Maximise opportunities and minimise losses;
- Ensure higher level risks are identified and receive appropriate focus and treatment;
- Ensure all risks are managed at acceptable levels;
- Assist with mitigation strategies and controls and <sup>[1]</sup><sub>SEP</sub> monitor their implementation;
- Provide a foundation for prioritizing future strategic initiatives; resourcing of capital and operating requirements;
- Influence the program of internal review.

### Incident Management and Reporting

The Institute commits to reporting of all incidents as a key component of the risk management system. This will support:

- Immediate response, containment, stabilisation and mitigation of risk events;
- Investigation and analysis of events to an appropriate level;
- Rectification from a risk event;
- Improvements in the prevention and management of risks;
- Monitoring, review of <sup>[1]</sup><sub>SEP</sub> existing risk management strategies. <sup>[1]</sup><sub>SEP</sub>

## 5.0 Definitions

**Consequence** - The outcome of an event expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event.

**Control** - Any action taken by management, the Corporate Governance Body, and other parties to manage risk and increase the likelihood that established objectives and goals will be achieved.

**Cost** - Of activities, both direct and indirect, involving any negative impact, including money, time, labour, disruption, and goodwill, political and intangible losses.

**Contingency** - Budget (cost benefit) or time (duration) that may be used in the event of a risk occurrence.

**Event** - An incident or situation, which occurs in a particular place during a particular interval of time.

**Frequency** - A measure of the rate of occurrence of an event expressed as the number of occurrences of their event in a given time. See also Likelihood and Probability.

**Inherent risk** - High inherent risks that are well controlled may fall out of our field of view if only the residual risk is assessed. The purpose of assessing inherent risk is to ensure that we maintain focus on compliance with controls.

**Likelihood** – A qualitative description or synonym for probability or frequency.

**Probability** - The likelihood of a specific event or outcome, measured by the ratio of specific events or outcomes to the total number of possible events or outcomes.

**Risk** – the chance of something happening which will have an impact upon objectives. It is measured in terms of *consequence* and *likelihood*.

**Risk acceptance** - An informed decision to accept the consequences and the likelihood of a particular risk.

**Risk analysis** - A systematic use of available information to determine how often specified events may occur and the magnitude of their consequences.

**Risk appetite** - The level of risk that is acceptable to the Corporate Governance Body or management. This may be set for the organisation as a whole, for different groups of risks or at an individual risk level.

**Risk assessment** - The overall process of risk analysis and risk evaluation.

**Risk avoidance** - An informed decision not to become involved in a risk situation.

**Residual risk** - The remaining risk after management has taken action to alter the risk's likelihood or impact.

**Risk identification** - The process of determining what can happen, why and how.

**Risk Treatment** – Selection and implementation of appropriate options for dealing with risk.

**Risk Management Process** – The systematic application of management policies, procedures and practices to the tasks of establishing the context, identifying, analysing, evaluating, treating, monitoring and communicating risk.

**Risk Register / Risk Management Plan** - The summary report of all individual risks within each assessment, which include; risk ratings (inherent and residual), level of control, risk decision, risk owner and summary of key controls and/or mitigating actions.

**Stakeholders** - Those people and organisations who may affect, be affected by, or perceive themselves to be affected by, a decision or activity.

*Note:* Definitions are based on the Australian & New Zealand Risk Management Standard AS/NZS 4360:2004.

## 6.0 Related policies and procedures

Policy No 1. PACFA Code of Ethics, Practice Standards & Complaints Procedure;

Policy No 2. Guideline for Education Program: Ethical Considerations;

Policy No 3. Grievance Policy and Procedures;

Policy No 4: Recognition of Prior Learning and the Granting of Credit;

Policy No 5: Critical Incident Management;

Policy No 6: Assessment, Student Support, Payment of Fees (non FEE-HELP students) and Completion of Education Policy;

Policy No 8: Procedures for Selection and Termination of Students;

Policy No 9: FEE-HELP & Review & Appeals Procedure;

Policy No 10: Statement of Tuition Assurance;

Policy No 11: Workplace Health & Safety Policy;

Policy No 14: Cheating and Plagiarism Policy;

Policy No 19: Fair Treatment

Policy No 20 Administration Procedures BRISBANE;

## 6.0 Review

Three years from commencement.

## 7.0 Accountabilities

The Corporate Governance Body is responsible for review and approval of this policy.

The policy is to be implemented via a staff meeting (administration) at the beginning of each year; and via a staff meeting (academic staff) at the beginning of each year.

The Risk Management Policy places responsibility upon employees at all levels within the Institute.

## 7.1 Academic Governance Body and Directors GTB

The Academic Governance Body reviews, ratifies and recommends issues relating to the risk management of academic issues. The AGB communicates any academic risk issues to the Corporate Governance Body.

The Directors of GTB oversee the risk management and business continuity framework, management and implementation, on behalf of Gestalt Therapy Brisbane Pty Ltd:

- a) The Directors GTB are responsible for ensuring that the Institute executives comply with appropriate risk management and business continuity policies and practices;
- b) The Directors GTB ensure that risk management and business continuity policies, procedures and framework are established, implemented and maintained;
- c) The AGB and the Directors GTB identify and monitor strategic and significant operational risks that impact upon the Institute's strategic objectives;
- d) The AGB and Directors GTB promote compliance with regulatory requirements and make recommendations on risk management and business continuity policies, framework and procedures.
- e) The AGB makes recommendations to the Directors GTB, on risk management and business continuity policies and procedures;
- f) The Directors GTB review risk management and business continuity management incidents as they occur.
- g) The Directors GTB establish and administer an Institute-wide risk register.

## 7.2 Employees

Employees are responsible for applying risk management principles and practices in their work areas. Employees in supervisory and managerial positions are responsible for ensuring that risk management principles and practices are applied by those under their supervision.

- a) to report risks with the potential to impact upon their work area or the wider Institute to the relevant area of the Institute's management;
- b) to participate in Institute risk management and business continuity education and training activities relevant to their level of responsibility.

## Policy No 16B

### RISK MANAGEMENT FRAMEWORK

Ratified by the Corporate Governance Body 6 January 2015

#### Introduction

This document outlines the Risk Management Framework for Gestalt Therapy Brisbane Pty Ltd. A Risk Management Policy and Risk Register form part of this framework. They should be read in conjunction with this document.

Risk management is the systematic management of activities that involve a material degree of risk of loss or other damage to the Institute. The purpose of this framework is to ensure that risk identification, assessment and treatment are incorporated into the planning and management processes of the organization to minimize risk and improve performance. Risks can emanate from internal and external sources. Risks can include issues such as client dissatisfaction, adverse publicity, physical safety and security of staff, low performing management and staff, equipment or computer failure, legal and contractual matters and fraud and natural disasters. It is not possible to have a totally risk free environment. Many decisions involve managing risks according to the Institute's assessment of what constitutes an acceptable level of risk and its judgments about the costs and benefits of particular courses of action.

#### Risk Management Framework

The Institute's objectives in managing risks are to:

- ensure that the major risks faced by the Institute are identified, understood and appropriately managed by implementing measures to mitigate against risk;
- ensure that the Institute's planning and operational processes appropriately prioritise and treat risks as part of strategic and operational planning activities; and
- create an environment where Institute staff take responsibility for identifying and managing risk.

An effective Risk Management Framework is not only good business practice but provides organisational resilience, confidence and benefits, including:

- Provides a rigorous decision-making and planning process;
- Provides the Institute with the ability to respond to unexpected threats;
- Takes advantage of opportunities and provides competitive advantage;
- Equips staff with tools to anticipate changes and threats that face the Institute and to allocate appropriate resources;
- Provides assurance to the Corporate Governance Body, management and stakeholders that critical risks are being managed appropriately within the Institute; and
- Enables better business resilience and compliance management.

Gestalt Therapy Brisbane's approach to the identification and treatment of risks is in accordance with the Australian & New Zealand Risk Management Standard ISO 31000:2009.

#### Key steps

1. Consider what can go wrong (risk identification)
2. Determine how bad the outcome would be – (consequences)
3. Determine how likely it is to happen – (likelihood)
4. Combine the consequence rating and the likelihood rating, to calculate the inherent risk level (rating)
  - Consider internal controls
  - Determine residual risk rating
5. Make a decision on the overarching treatment (risk decision)

6. Determine how the issue can be treated based on the risk appetite of the organisation (risk treatment)

### **Risk Register**

The Risk Management Register (the Register) is an integral part of the overall planning and review processes of the Institute. Risks are identified through conducting SWOT analyses as outlined in the Business Plan and holding brainstorming sessions amongst staff and executive. The Risk Register allows the Institute to assess the risk in context with the overall business strategy and help record the controls and treatment of those risks.

### **Categories of risk**

The following broad categories are used to assist with identification of risk.

- Organisational & Operational
- Regulatory Compliance
- Workplace Health & Safety
- Financial
- Stakeholders
- Reputation
- Harassment and Sexual Harassment

### **Ratings**

#### **Inherent Risk**

The likelihood of the risk occurring needs to be established, as well as the impact rating, should the risk occur. The tables in Appendix 2 are used to establish the inherent risk rating by working through the details for each risk identified and entered into the Risk Register. A rating is given for likelihood and for the impact.

See Appendix 2 *Table of likelihood ratings and Impact ratings* = Inherent risk rating

The matrix format in the Table of Risk Ranking is used to determine the overall rating/rank of each risk as Extreme, High, Moderate or Low, after the likelihood and impact rating have been determined.

The inherent risk rating represents the level of risk in the absence of a control environment and is arrived at after measuring the likelihood and the impact of an event occurring.

TABLE OF RISK RANKING

Likelihood	Consequences				
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	Medium	High	High	Extreme	Extreme
Likely	Medium	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

### Internal Controls

Once risks are identified, the adequacy of controls must be considered within the context of the Institute's risk appetite at the time. This will vary with strategic and operational strategies, from year to year depending on circumstances. Risks categorized as high or greater (or medium or greater) will be submitted to the Corporate Governance Body to monitor and determine the extent of appropriate mitigating actions.

Risk appetite is the amount of risk, on a broad level, that the Institute is willing to accept and should reflect:

- the Institute's objectives and stakeholder demands;
- capacity to take on risk and degree of failure that would be accepted;
- risk management philosophy (per location, project, process, etc where applicable);
- sector and market conditions.

Internal controls utilized by the institution need to be considered and assessed against the four control criteria to determine the level of control that applies to the identified risk. Once a judgement has been made about the level of control, then the residual risk rating can be calculated.

TABLE OF CONTROL LEVELS

Level of Control	Audit Definition
Good	A high degree of reliance can be place on the system of internal control. Compensating controls are in place such that even if part of the system breaks down, the four control criteria will probably still be met.
Satisfactory	The controls can be relied upon; however, some improvements to controls can be made.
Marginal	The system can generally be relied upon in most circumstances but there are some circumstances where one or more of the four control criteria may not be met.
Weak	The system of internal control cannot be relied upon to meet the four control criteria. If there has not already been a significant breakdown, it is only a matter of time before this occurs.

The four control criteria are:

- Reliable and accurate information.
- Compliance with policies, plans, procedures, laws, regulations and contracts.
- Safeguarding of assets.
- Economic and efficient use of assets.

### Residual Risk

A Residual Risk rating is given after the level of internal control has been assessed. The priority rating is then applied to determine the urgency of the actions that are required.

**Risk Decision**

Once the residual risk rating is known, the overarching treatment of the risk needs to be decided based on the table below. The following overarching options are available for treating risks and may be applied individually or in combination, with due consideration of risk appetite.

<b>Avoid the risk</b>	Not to proceed with the activity or choosing an alternative approach to achieve the same outcome. Aim is risk management, not aversion.
<b>Mitigate</b>	Reduce the likelihood - Improving management controls and procedures.
	Reduce the consequence - Putting in place strategies to minimise adverse consequences, e.g. contingency planning, Business Continuity Plan, liability cover in contracts.
<b>Transfer the risk</b>	Shifting responsibility for a risk to another party by contract or insurance. Can be transferred as a whole or shared.
<b>Accept the risk</b>	Controls are deemed appropriate. These must be monitored, and contingency plans developed where appropriate.

**Prioritising risks**

The purpose of prioritising the risk is to determine the priority of the treatment required and the level of management to oversee the actions. The risk score determines the priority, for example Extreme = high priority. Executive need to determine any priority within each score.

Risk Score	What should I do?
<b>Extreme</b>	Immediate action required
<b>High</b>	Action plan required, senior management attention needed
<b>Medium</b>	Specific monitoring or procedures required, management responsibility must be specified
<b>Low</b>	Manage through routine procedures. Unlikely to need specific application of resources.

**Monitoring and Reporting**

Reports are presented to the Corporate Governance Body for ongoing operational review of the Risk Register and conducting risk assessments for specific projects where relevant. The Corporate Governance Body also monitors the Institute’s activities and strategic planning to ensure compliance with the Risk Management Framework. Risks will be reviewed and analysed as specified in the Risk Management Policy.

## Appendix 1 Definition of Terms

**Consequence** - The outcome of an event expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event.

**Control** - Any action taken by management, the Corporate Governance Body, and other parties to manage risk and increase the likelihood that established objectives and goals will be achieved.

**Cost** - Of activities, both direct and indirect, involving any negative impact, including money, time, labour, disruption, and goodwill, political and intangible losses.

**Contingency** - Budget (cost benefit) or time (duration) that may be used in the event of a risk occurrence.

**Event** - An incident or situation, which occurs in a particular place during a particular interval of time.

**Frequency** - A measure of the rate of occurrence of an event expressed as the number of occurrences of their event in a given time. See also Likelihood and Probability.

**Inherent risk** - High inherent risks that are well controlled may fall out of our field of view if only the residual risk is assessed. The purpose of assessing inherent risk is to ensure that we maintain focus on compliance with controls.

**Likelihood** – A qualitative description or synonym for probability or frequency.

**Probability** - The likelihood of a specific event or outcome, measured by the ratio of specific events or outcomes to the total number of possible events or outcomes.

**Risk** – the chance of something happening which will have an impact upon objectives. It is measured in terms of *consequence* and *likelihood*.

**Risk acceptance** - An informed decision to accept the consequences and the likelihood of a particular risk.

**Risk analysis** - A systematic use of available information to determine how often specified events may occur and the magnitude of their consequences.

**Risk appetite** - The level of risk that is acceptable to the Corporate Governance Body or management. This may be set for the organisation as a whole, for different groups of risks or at an individual risk level.

**Risk assessment** - The overall process of risk analysis and risk evaluation.

**Risk avoidance** - An informed decision not to become involved in a risk situation.

**Residual risk** - The remaining risk after management has taken action to alter the risk's likelihood or impact.

**Risk identification** - The process of determining what can happen, why and how.

**Risk Treatment** – Selection and implementation of appropriate options for dealing with risk.

**Risk Management Process** – the systematic application of management policies, procedures and practices to the tasks of establishing the context, identifying, analysing, evaluating, treating, monitoring and communicating risk.

**Risk Register / Risk Management Plan** - The summary report of all individual risks within each assessment, which include; risk ratings (inherent and residual), level of control, risk decision, risk owner and summary of key controls and/or mitigating actions.

**Stakeholders** - Those people and organisations who may affect, be affected by, or perceive themselves to be affected by, a decision or activity.

**Note:** Definitions are based on the Australian & New Zealand Risk Management Standard AS/NZS 4360:2004.

**Appendix 2 Rating Tables**

**Likelihood Ratings**

The number of times within a specified period in which a risk may occur either as a consequence of business operations or through failure of operating systems, policies or procedures.

Rating		Description	Occurrence	Probability
<b>Almost Certain</b>	<b>5</b>	Expected to occur in most circumstances	Multiple / 12 months	> 80%
<b>Likely</b>	<b>4</b>	Will probably occur in most circumstances	Once / 12 months	61 – 80%
<b>Possible</b>	<b>3</b>	Might occur within a 5 year time period	Once / 12 months – 5 years	41 – 60%
<b>Unlikely</b>	<b>2</b>	Could occur during a specified time period	Once / 5 – 10 years	21 – 40%
<b>Rare</b>	<b>1</b>	May only occur in exceptional circumstances	Once / > 10 years	< 20%

**Consequence/Impact Ratings**

Business risks are assessed in terms of the consequence of their impact on strategic objectives. Indirect financial consequences such as damage to reputation are considered together with financial impacts. The following table is used to guide the assessment of impact on each identified risk.

# POLICIES AND PROCEDURES HANDBOOK

Author: Directors GTB

Approved: CGB & AGB

Review each November

Categories of risk	Impact rating				
	Insignificant 1	Minor 2	Major 3	Critical 4	Extreme 5
Compliance with Regulations or Legislation	Oversight on reporting activity that is under control. No penalty, imprisonment or accountability implications.	Minimal non-compliance to relevant regulation or legislation. Penalty may be incurred. Some accountability implications, but would not affect key operations.	Medium level of non-compliance with regulation or legislation. Possible jeopardy to registration and accreditation, penalty and/or imprisonment.	Non-compliance with regulation or legislation. High possibility of loss of registration and accreditation or individual/corporate penalty and/or imprisonment.	Non-compliance with regulation or legislation affecting closure of business activities and/or large penalty (individual/corporate) and/or imprisonment.
Damage to Reputation	Minimal adverse publicity in local press. Letters received and printed but no further action taken. Reputation would remain intact.	Adverse publicity in local/state press. Letters to Editors, with follow up comments from the readership or interested parties. Public perception may alter slightly with no significant damage.	Extended negative local/state, plus national media coverage. Requirement to manage key stakeholders. Considerable adverse public reaction resulting in some damage to reputation.	Longer-term local/state and nation wide coverage. Increase focus on management of a broader group of stakeholders. Adverse public reaction resulting in major disruption.	Extended negative coverage. Requirement to implement a communication plan for all stakeholders. Major adverse repercussions affecting public standing of the Institution.
Operations	No interruption to service. Inconvenience to localised operations.	Some disruption manageable by altered operational routine.	Disruption to key operational areas. Revised planning may be needed to overcome issue.	Significant disruption to teaching / course schedules or key business activities for up to <b>one week</b> . Operations would be severely affected, possibly causing depletion of resources.	Critical disruption to services or key business activities for <b>more than one week</b> . Operations would be dysfunctional.
Financial	Less than \$5,000.00 No disruption and no need to divert resources from core activities.	\$10,000.00 Quick recovery with no need to divert resources from core activities	\$40,000.00 Gradual recovery with need to divert some resources from core activities.	\$50,000.00 Complex recovery with need to re-evaluate resource allocations and possibly jeopardise financial position.	Greater than \$80,000.00 Recovery would be extremely difficult and there would be significant financial losses.
WH&S	Incident – no lost time. No injury.	Injury – no lost time. First aid required.	Injury – lost time with possible compensation claim. Medical treatment required.	Fatality or serious injury/stress resulting in hospitalisation.	Multiple fatalities (not natural causes).

**Policy No 17****SPECIAL CONSIDERATION POLICY**

Ratified by the Academic Governance Body 14 December 2017

**1.0 Purpose**

Gestalt Therapy Brisbane Pty Ltd is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, Gestalt Therapy Brisbane (GTB) recognises that there may be circumstances where a student is unavoidably prevented from performing in accordance with their ability.

This policy is instituted to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

**1.1 Related policies**

- Policy No. 6A: Assessment and Completion of Education
- Policy No. 6B: Student Support
- Policy No. 19: Fair Treatment

**1.2 Accessing this policy**

This policy is available on the GTB Website.

**2.0 Scope**

This policy applies to all students of GTB who experience circumstances that:

1. Could not have reasonably been anticipated, avoided or guarded against by the student; AND,
2. was beyond the student's control; AND,
3. caused substantial disruption to the student's capacity for effective study and/or completion of required work; AND,
4. substantially interfered with the otherwise satisfactory fulfilment of program requirements during the year of education; AND,
5. was of at least one weekend or 3 consecutive residential days duration within a year.

In fairness to all students, it is necessary for GTB to have a clear and unambiguous statement of policy so that both academic staff and students can act consistently, equitably and transparently.

GTB provides support services to assist students throughout their studies. Whilst advice and recommendations may be made to a student, it is ultimately the student's responsibility to access these services as appropriate.

**3.0 Policy**

Special Consideration is intended for a student who is prevented by serious and unavoidable disruption from completing any unit requirements in accordance with their ability.

All students have the right to submit an application for Special Consideration. For an application to be valid, the student must have been performing satisfactorily in the unit prior to experiencing serious and unavoidable disruption.

All Students should consider if they require an Extension request (two weeks only) see Policy 6A, prior to apply for Special Consideration (more than two weeks). Please note that both extension and special consideration requests must be submitted at least ONE WEEK before an assessment item is due.

#### 4.0 Definition

GTB defines serious and unavoidable disruption to studies as resulting from an event or set of circumstances that:

- a) Could not have reasonably been anticipated, avoided or guarded against by the student; and
- b) was beyond the student's control; and
- c) caused substantial disruption to the student's capacity for effective study and/or the completion of required work; and
- d) substantially interfered with the otherwise satisfactory fulfillment of unit or course requirements; and,
- e) was of at least one weekend and three consecutive residential days duration within a study period.

GTB definition of serious and unavoidable disruption explicitly excludes acute problems. GTB defines acute problems as those involving less than one weekend or three consecutive residential days within a year of education. In these cases, the student is responsible for contacting the relevant Year Coordinator so that a local solution may be discussed.

GTB reserves the right to determine if a Special Consideration application should be considered and any subsequent action to be taken.

GTB has the right to determine the deadline for submission of a Special Consideration application. All special consideration applications must be submitted at the earliest possible date and before the end of the semester in which the reason for Special Consideration has occurred.

All applications will be considered on a case-by-case basis and full consideration will be given to the particular circumstances of the individual student. Students must submit a formal application for Special Consideration by completing the Special Consideration Form. Special Consideration applications must be supported by evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study.

All evidence relating to a Special Consideration application will be kept in accordance with legislative requirements.

Only the academic staff involved in processing Special Consideration applications will have access to the student's application.

It is the student alone who can determine whether it is appropriate to apply for Special Consideration, as they are the only person aware of their individual circumstances.

It is the student who is responsible for notifying GTB of unavoidable disruption at the earliest possible convenience.

Special Consideration applications must include specific details of how the unavoidable disruption affected previously satisfactory work by the student.

GTB determines that some circumstances routinely encountered by students are not acceptable grounds for claiming Special Consideration. These grounds include, but are not limited, to:

- a) Routine demands of employment or family life;
- b) routine family problems such as tension with or between parents, spouses, and other people closely involved with the student;
- c) difficulties adjusting to GTB life, to the self-discipline needed to study effectively, and the demands of academic work;
- d) stress or anxiety associated with examinations, required assignments or any aspect of academic

- work;
- e) routine need for financial support; and,
  - f) routine demands of sport, clubs and social or extra-curricular activities.

Conditions existing prior to commencing a year of study or prior to GTB census dates are not grounds for Special Consideration. The student is responsible for managing their workload in light of any known or anticipated problems. Students are responsible if conditions exist prior to enrolment in a year of education to withdraw from GTB by the advertised census dates. If a student does not withdraw prior to a census date when there is a condition existing prior to commencing a year of study they are liable for the full payment of fees. The student is responsible for contacting their Year Coordinator if they have a chronic condition.

**To apply, use the online form on the GTB website under Student Space**

(<https://www.gestalttherapybrisbane.qld.edu.au/student-space>).

#### **4.1 GTB/ Practice**

GTB will give Special Consideration to students with special needs by extending the time it takes for them to successfully complete the education requirements. This applies to the submission of assessment work and the attendance at weekend education and the residential/s. In granting a Special Consideration request GTB will prolong or suspend enrolment while students meet extraordinary needs, for example the death of a close relative, family crisis, individual health crisis, etc.

An extension of time to complete education requirements will necessarily come with reenrolment and an educational fee. GTB may add to this special consideration practice by adjusting the fee level that will be paid over this extended time.

However, GTB takes seriously its responsibility to ensure that the therapists that graduate are fully trained and competent. Thus, GTB won't exempt students from non-submission/completion of any assessment item, non-attendance at weekends below 90% without some make up education time, (non-attendance below 80% means an incomplete year), and non-attendance at the residential to a 90% level.

The Directors in consultation with the relevant Year Coordinator is responsible on behalf of Academic Governance Body for making decisions about granting Special Consideration. The Directors will report to the Academic Governance Body when Special Consideration has been granted.

The student has the right to retract a request for Special Consideration.

#### **Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). Any and all information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

## Policy No. 18

### Guidelines for the Management of Experiential Tuition, Study Groups and Clinical Practice and Supervision

Ratified by the Academic Governance Body December 2016

#### Purpose

This policy outlines the arrangements and requirements for the safe conduct of experiential tuition, study groups and clinical practice and supervision within the Graduate Certificate in Gestalt Therapy and Master of Gestalt Therapy.

Gestalt Therapy Brisbane provide experiential courses focused on the development of specialised knowledge and its application in helping professions (through the Graduate Certificate in Gestalt Therapy) and as qualified Gestalt therapists with an ability to work with individuals, groups, couples, families and in organisational settings across a range of issues (through the Master of Gestalt Therapy). The courses place a strong emphasis on integrating theory and experiential learning to support students' development of practice competence.

#### Related policies and documents

- Policy No. 6A: Assessment and Completion of Training
- Policy No. 6B: Student Support
- Policy No. 5: Critical Incident Management
- Policy No. 11: Health and Safety
- Policy No. 15: Teaching and Learning
- Policy No. 19: Fair Treatment
- Policy No. 18: Guidelines for Management of .... Appendices;
  - Guidelines for Study Groups (appendix 2 and 3)
  - Clinical Practice Requirements (appendix 3)
  - Practice Based Competency Framework Years 1 & 2 (appendix 4)
  - Practice Based Competency Framework Years 3 & 4 (appendix 5)

#### Accessing this policy

This policy is available on the GTB website.

#### Policy and procedure

##### Ethical Behaviour

Staff and students are expected to conform to the ethical behaviour requirements set out in:

Policy No 1: PACFA Code of Ethics, which can be accessed at <http://www.pacfa.org.au/practitioner-resources/ethical-standards/>

All staff and Gestalt therapists who work with students are also expected to conform to the ethical standards of their professional association.

Students' ethical concerns must be reported to GTB, through their GTB academic staff supervisor and/or Year Coordinator immediately.

Student skills and behaviour in tuition, clinical practice and supervision are assessed in accordance with the Practice Based Competency Framework (Years 1 & 2/ Years 3 & 4).

**Critical Incidents**

Critical incidents must be reported to GTB through a student's GTB academic staff supervisor/ Year Coordinator as soon as possible. Critical incidents must be recorded and dealt with in accordance with Policy No 5: Critical Incident Management.

**Insurance**

GTB insurance supports clinical practice work undertaken by students where students meet the practice requirements set out in appendix 3 and Year Information Packs.

**Tuition**

Tuition is experiential and provides students with the opportunity to synthesise knowledge with the practice of Gestalt therapy methodologies and to use interpersonal skills while they engage with one another in one to one and group situations. Experiential work within tuition is facilitated and observed by academic staff.

**Study Groups**

Students in Years 1-3 are strongly encouraged to engage with other members of their cohort in study groups (for 30 hours per year). This group work provides further opportunity for students to practice and reflect on their learning. Study groups are self-directed. Year 1 students are asked to use the Introduction to Gestalt Therapy Manual to guide study group discussion and are required to have at least one study group session attended by a member of academic staff or an appropriately appointed person. Guidelines for study groups are provided at appendix 1 and 2 of this policy.

**Clinical practice and supervision**

The Master of Gestalt Therapy builds student experience as a therapist over the four-year course:

- Students commence by experiencing Gestalt therapy in individual and group settings in 1<sup>st</sup> year.
- In Year 2 they are introduced to the experience of sitting in the role of therapist with their year cohort and then move to working with clients in short sessions with academic staff supervision via video.
- In Year 3 they continue to sit in the role of therapist with members of their cohort and they continue working with clients for one-hour sessions, under the close supervision of academic staff both in direct supervision and in video supervision. Two weekends during third year are devoted to practice with real clients. During these weekends academic staff give direct supervision to students as they work with clients.
- In Year 4 students commence practice as a therapist with professional supervision from academic staff. Some of this supervision is given after supervisors sit in and watch the student with client/s.

Practice requirements for undertaking clinical practice and supervision, including ensuring client consent to participating in clinical practice, are provided at appendix 3 of this policy.

**Privacy Statement**

All personal information collected by Gestalt Therapy Brisbane is protected under the Privacy Act 1988 (Commonwealth of Australia). Any and all information will be treated with the utmost care, being kept strictly confidential within the confines of the educational program. It will not be sold, re-used, rented, loaned or otherwise disclosed to a third part, except where prior written permission is obtained from the individual who supplied the information and to whom the information refers.

## **Guidelines for Study Groups Year 1**

### **Introduction**

Whilst enrolled as a student at Gestalt Therapy Brisbane you are required to engage personally in the study of Gestalt theory and practice. It is recommended that you undertake approximately three hours of study for every hour of tuition to meet the course requirements. Your study group gives you the opportunity to fulfil 30 hours of this study in a supportive group setting.

### **Purpose**

In Year 1 the main purpose of the self-directed study group meetings is to give you the opportunity to engage with the theoretical concepts of Gestalt therapy, practise the skills that are basic to the understanding of these theoretical concepts, support one another in developing your understanding and practice and provide support to one another for engagement in the program. When you engage with the whole group you will be also practicing your group process skills. GTB encourages you to build a culture of respect for one another in your group engagement. Conflict may arise in your group. GTB uses the Guidelines for Collaborative Relating. Discuss these in your study group and identify how you will use these when conflict emerges. You may also like to visit the Conflict Resolution Network site if your skills are rusty <http://www.crnhq.org>. You are asked over this year to develop your relational skills and commit to relational engagement with your group.

### **Suggestions for Pre Engagement**

- Make a decision about how you will make contact with one another.
- Share contact details and make it clear amongst yourselves how often and for what purposes you will make contact. Please note that this may need to be renegotiated over the year.
- Choose a leader for each of your study group sessions. Change your leadership for each session or every 2/3 hours.
- Make a collaborative decision about the focus of the group's work for each study group session.
- Structure the time available to meet the learning needs of the group.

### **Suggestion for When You Meet**

- Take some time to address group forming issues and check in with one another.
- Read a section of your Graduate Certificate in Gestalt Therapy Practical Education Manual: Communication, Counselling, Group Facilitation: A Gestalt Approach.
- Discuss theoretical aspects.
- Engage in an exercise that is described in your Introduction to Gestalt Therapy Manual.
- Share your response to what you are reading, discussing and experimenting with.
- Process what may be unfinished from a weekend workshop or other aspect of training.
- Finish the meeting with a check out. This could be a statement about how you experience the meeting and how you feel right now.

**EACH MEMBER OF THE STUDY GROUP NEEDS TO TAKE RESPONSIBILITY FOR THE SUCCESSFUL ENGAGEMENT OF THE GROUP. KEEP TO THE AGREEMENT AND COMMITMENTS YOU MAKE ABOUT HOW YOU WILL OPERATE AS A GROUP.**

Don't add elements outside of what is suggest in these guideline e.g. it is not a meditation or a tai chi group or any other interest that one person particularly has.

If you need support because your meetings are not working well please talk to your Year Coordinator. Organise with the Year Coordinator for someone to visit your study group while it is operating.

**Policy No. 18: appendix 2****Guidelines for Study Groups  
Years 2 & 3****Introduction**

Whilst enrolled at Gestalt Therapy Brisbane Pty Ltd studying at Gestalt Therapy Brisbane (GTB) you are strongly encouraged to engage personally in the study of Gestalt theory and practice. It is recommended that you undertake approximately three hours of study for every hour of tuition to meet the course requirements. Your study group gives you the opportunity to fulfil 30 hours of this study in a supportive group setting.

**Purpose**

In Years 2 and 3 the main purpose of the self-directed group meetings is to give you the opportunity to practise the skills of therapy and to share your experience and understanding of what it means to be a Gestalt Therapist. You will also share your insights as to how the theory you have learned applies to the therapy you are practicing. As a consequence, your work will move from whole group engagement to CTO (Client/Therapist/Observer) work. When you engage with the whole group you will be practicing your group process skills. While you are engaging in CTO constellations you will focus on your ability to work with an individual. Notice the continuing shift in your awareness of your self as individual and yourself as member of a group. Also focus on your experience of moving in and out of the roles of therapist, client, observer, group facilitator and group member.

GTB encourages you to build a culture of respect for one another in your group engagement. Conflict may arise in your group. GTB uses the Guidelines for Collaborative Relating. Discuss these in your student group and identify how you will use these when conflict emerges. You may also like to visit the Conflict Resolution Network site if your skills are rusty <http://www.crnhq.org>

**Suggestions for Pre Engagement**

- Make a decision about how you will make contact with one another.
- Share contact details.
- Choose a leader for each of your study group sessions. Change your leadership for each session or every 2/3 hours.
- Make a collaborative decision about the focus of the group's work for each study group session.
- Structure the time available to meet the learning needs of the group.

**Suggestion for When You Meet**

- Take some time to address group forming issues and check in with one another.
- Engage in a group exercises around awareness and contact among the group members.
- Engage with CTOs and practice in 10-20 minute sessions. After each CTO session allow time for discussion. Invite the therapist to name what he/she has done well. You are learning to be Gestalt Therapists and you must create an environment where it is acceptable to learn, experiment and make mistakes. **DO NOT GIVE CRITICAL FEEDBACK TO ONE ANOTHER. RATHER SUPPORT WHAT YOU SEE HAS BEEN DONE WELL.**
- Discuss a theoretical aspect and design an experiment to illustrate the concept.
- Process what may be unfinished from a weekend workshop or other aspect of training.
- Finish the meeting with a check out. This could be a statement about how you experience the meeting and how you feel right now.

If you need support because your meetings are not working well please talk to your Year Coordinator.

**Policy No. 18: appendix 3****Requirements for Practice**

1. Each client you work with as a student of Gestalt Therapy Brisbane Pty Ltd studying at Gestalt Therapy Brisbane (GTB) must complete the appropriate Student Clinic Information and Consent Form. These forms are given to students at the beginning of each year and can be downloaded from the GTB Moodle site;
2. As a student of GTB you cannot work with clients beyond the practice requirements outlined in your Moodle year information detail including duration of individual sessions and number of sessions to be conducted. (Students who have qualifications that allow them to practice please be clear with your clients when you are practicing for your training requirements and obtain the GTB consent on these occasions.)
3. A copy of each Student Clinic Information and Consent Form must be forward to GTB before you engage in your second session with your client.
4. You must keep therapist/client notes and bring these notes to supervision with an academic staff member. These notes, as per professional practice requirements, must be kept for 7 years and 10 years if the work is with a minor.
5. You must engage in supervision with an academic staff member. The ratio that GTB holds for beginning Gestalt therapists is no more than 4 sessions of therapy before you have 1 session of supervision. Supervision requirements are specified in your Year Information Pack.  
Year 4: engage with GTB academic staff member in semester 1 and the supervisor of their choice in semester 2.
6. GTB, through your contracted GTB academic staff supervisor, must be informed immediately if a critical incident occurs whilst you are engaging with your client. Critical incidents must be recorded and dealt with in accordance with Policy No 5: Critical Incident Management. This Policy can be found on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>  
Year 4: semester 1 inform academic staff supervisor and in semester 2 inform supervisor and year coordinator.
7. GTB, through your contracted GTB academic staff supervisor, must be informed immediately if you have any ethical concerns whilst you are engaging with your client.
8. GTB, through your contracted academic staff supervisor, must be informed if you have any concerns about the mental health of your client. It is not your responsibility to diagnose a mental health disorder. However, it is your responsibility to advise your academic staff supervisor if you have concerns that your client's mental health issues are beyond your capacity as a student therapist. Students are required to pay particular regard to indicators that their client is suicidal, holding homicidal ideation or psychotic. Students are to assess the critical nature of these conditions, act accordingly and talk to their supervisor immediately if a situation has been judged to be serious.  
Year 4: semester 1 inform academic staff supervisor and in semester 2 inform supervisor and year coordinator.
9. You may seek the assistance of your supervisor during or between sessions with your client.  
Year 4: will negotiate the level of supervision support with their semester 2 supervisor
10. Supervisors may intervene in clinical practice when he/she judges this to be necessary to your learning process and/or the safety of your client or you.  
Year 4: this refers to the semester 1 academic staff supervisor
11. In the event that the supervisor judges that your practice is to be harmful to the client or you, it is the responsibility of the supervisor to intervene and close therapy as soon as is feasibly possible. Your supervisor will talk with you, in private, about the harmful behaviour.  
Year 4: this refers to the semester 1 academic staff supervisor
12. **You are required to meet the practice requirements outlined in the PACFA Code of Ethics**  
<http://www.pacfa.org.au/practitioner-resources/ethical-standards/>

**Policy No. 18: appendix 4**

**APTITUDE FRAMEWORK YEAR 1**

This set of aptitudes is used for the assessment of a student’s capacity to begin practice as a Gestalt therapist and to engage in the education that GTB offers. As such they represent the capacity of students to be available to peers, to engage in the learning activities, to receive feedback from academic staff and be able to sit as a counsellor or therapist with a client. These aptitudes must be evident in a student’s engagement in the first year of the GTB program with peers and academic staff.

APTITUDE TO WORK WITHIN THE GESTALT THERAPY METHODOLOGY

Students need to show aptitude at a Basic Competency level (level 3) in all 4 categories in order to receive an invitation to proceed into the Master of Gestalt Therapy program at year 2 level.

<p><b>Dialogical/Relational aptitude:</b>                      Can be respectful and interested in the process of another.                      Can recognise, listen to and accept the different reality of another.                      Shows a capacity to listen to the other.                      Can build a good rapport with others in their cohort and within their groups.                      Engages in group process in a balanced way neither taking up too much of group time or never contributing to group. Can work with conflict respectfully.</p>	5	4	3	2	1	WD	<p>Works within the group in a conflictual, disrespectful and self-oriented way.                      Has great difficulty in recognising, listening to and accepting the difference in another.                      Is unable to see what may be happening for the other.                      Is too demanding of group time or alternatively is too absent from the group process.</p>
<p><b>Phenomenological aptitude:</b>                      Can stay in the here and now when engaging in group processes.                      Can recognise the reality of another.                      Can self-support and contain emotional expression within the educational setting.                      Shows awareness of how own issues emerge and how responses can break contact with others in groups.</p>	5	4	3	2	1	WD	<p>Finds it difficult to stay in the present and is past or future focused.                      Cannot engage with the reality of another.                      Has little ability to self-regulate emotional responses.                      Has little awareness of how own issues emerge and how their responses to their issues break contact with others in groups.</p>
<p><b>Experiential aptitude:</b>                      Can engage in experimental activity in class and with peers.                      Can identify the value of experimentation for their own therapeutic engagement.                      Is generous and open when engaging with the experience of another.</p>	5	4	3	2	1	WD	<p>Has great difficulty in engaging in experimental activities.                      Fails to see the value of experimentation.                      Is projective and literal when engaging with the experience of another.</p>
<p><b>Field sensitive aptitude:</b>                      Can identify that their life issues emerge from the ground of their experience.                      Shows interest in the fullness of a person’s life and respects that the other’s life issues emerge from the ground of their experience.                      Can take in feedback given from peers and academic staff and engage in a respectful way.</p>	5	4	3	2	1	WD	<p>Fails to be aware that their life issues emerge from the ground of their life experience.                      Stays focused on the perceived pathology of another.                      Has great difficulty in receiving or giving feedback.</p>

**KEY RATING**

- 5. **ADVANCED COMPETENCE** - Demonstrates a broad and deep understanding of Gestalt principles; possesses excellent skill or aptitude; and consistently applies knowledge/skills to complex and varied situations.
- 4. **INTERMEDIATE COMPETENCE** - Demonstrates a good understanding of Gestalt principles; possesses good aptitude or skills; and consistently applies knowledge/skills to moderately difficult situations.
- 3. **BASIC COMPETENCE** - Demonstrates a general understanding of Gestalt principles; possesses basic aptitude or skills; and consistently applies knowledge/skills to most situations. Shows an ability to build aptitude and skill.
- 2. **LIMITED COMPETENCE** - Demonstrates a limited understanding of Gestalt principles; possesses some basic skills but shows little aptitude to build these skills; and has difficulty in applying knowledge/skills to most situations.
- 1. **NEEDS FURTHER DEVELOPMENT** – Shows no aptitude and very little skill. Needs further development of knowledge/skills.
- WD WEAK DATA** - Little or no information on which to base an evaluation

**Policy No. 18: appendix 5****PRACTICE BASED COMPETENCY FRAMEWORK YEARS 2**

This set of aptitudes and competencies will be used for assessment of a student's capacity to begin practice as a counsellor and to engage in the education that GTB offers. As such they represent the capacity of students to be available to peers, to engage in the learning activities, to receive feedback from academic staff and be able to sit as a counsellor or therapist with a client. These aptitudes and competencies must be evident in a student's work with peers, academic staff and clients.

APTITUDE TO WORK WITHIN THE GESTALT THERAPY METHODOLOGY

Dialogical/Relational: e.g. can be respectful and interested in the process of another.	5	4	3	2	1	WD	e.g. Conflictual; Disrespectful; Self oriented;
Phenomenological: e.g. can stay in the here and now and recognise the reality of another.	5	4	3	2	1	WD	e.g. Is past/future focused; Cannot engage with the reality of another;
Experiential: e.g. can engage in experimental activity in class and with peers.	5	4	3	2	1	WD	e.g. Has great difficulty in engaging in experimental activities.
Field sensitive. E.g. can show interest in fullness of a person's life.	5	4	3	2	1	WD	e.g. Stays focused on the perceived pathology of another.

PRACTICE BASED COMPETENCIES

## 1. APPLICATION OF DISCIPLINE KNOWLEDGE

Appropriately and effectively relates Gestalt theory and method in reflection on class activities	5	4	3	2	1	WD	Has great difficulty in relating Gestalt theory and method in reflection on class activities
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## 2. DATA COLLECTION

Is able to identify relevant data and feed it back in class activities	5	4	3	2	1	WD	Data collection ability is unfocussed.
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## 3. LISTENING

Excellent listening skills, demonstrating inclusion.	5	4	3	2	1	WD	Poor listening and inclusion.
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## 4. RAPPORT AND RELATIONSHIP BUILDING

Excellent ability to build an open working relationship with peers, academic staff and/or clients, demonstrating presence.	5	4	3	2	1	WD	Is unable to engage with peers, academic staff and/or clients.
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## 5. ISSUE IDENTIFICATION

Can define an issue that has arisen between/amongst peers, academic staff and provide a focus for work/resolution.	5	4	3	2	1	WD	Has great difficulty defining an issue and providing a focus for work/resolution.
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## 6. CONTRACTING SKILLS

Can effectively and appropriately contract between/amongst peers, academic staff and clients the details of engaging in an activity or in therapeutic work.	5	4	3	2	1	WD	Has great difficulty in contracting details of engaging in an activity or in therapeutic work.
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## 7. THEME AND PATTERN IDENTIFICATION

Can recognise, listen to and accept the different reality of another.	5	4	3	2	1	WD	Has great difficulty in recognising, listening to and accepting the difference in another.
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8. THERAPEUTIC APPROACH

Can use the language of personal responsibility and works with this language with peers and academic staff.	5	4	3	2	1	WD	Uses blaming and projective language and tries to “fix” the other.
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9. MICROCOUNSELLING SKILLS

Shows use of the microskills of active listening, reflecting, and paraphrasing.	5	4	3	2	1	WD	Possesses poor microskills
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11. SELF SUPPORT

Can self support and contain emotional expression within the educational setting.	5	4	3	2	1	WD	Shows little evidence of being able to self support or contain emotional expression.
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12. SESSION MANAGEMENT SKILLS

Can manage and support peers and academic staff to meet the learning agenda of each weekend/residential	5	4	3	2	1	WD	Is too demanding of group time or alternatively is too absent from the group process.
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13. ORAL COMMUNICATION SKILLS

Has oral communication skills to relate to peers, academic staff and clients and to support others.	5	4	3	2	1	WD	Possesses poor oral communication skills.
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PERSONAL COMPETENCIES

14. FEEDBACK

Can take in feedback given from peers and academic staff and can give appropriate feedback.	5	4	3	2	1	WD	Has great difficulty in receiving or giving feedback.
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15. ETHICAL AND PROFESSIONAL CONDUCT

Behaves in an ethical and professional manner, as described in PACFA Code of Ethics and Policies & Procedures of GTB.	5	4	3	2	1	WD	Behaves in an unethical and unprofessional manner
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16. GROWTH ORIENTED

Engages in personal therapy and takes opportunities for self development during class activities.	5	4	3	2	1	WD	Shows little interest in self development opportunities
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**KEY RATING**

- 5. **ADVANCED COMPETENCE** - Demonstrates a broad and deep understanding of Gestalt principles; possesses excellent therapy skills; and consistently applies this knowledge/skills to complex and varied situations.
- 4. **INTERMEDIATE COMPETENCE** - Demonstrates a good understanding of Gestalt principles; possesses good therapy skills; and consistently applies this knowledge/skills to moderately difficult situations.
- 3. **BASIC COMPETENCE** - Demonstrates a general understanding of Gestalt principles; possesses basic therapy skills; and consistently applies this knowledge/skills to most situations.
- 2. **LIMITED COMPETENCE** - Demonstrates a limited understanding of Gestalt principles; possesses some basic therapy skills; and has difficulty in applying this knowledge/skills to most situations.
- 1. **NEEDS FURTHER DEVELOPMENT** - Unsatisfactory therapy skills. Needs further development of knowledge/skills.
- WD** **WEAK DATA** - Little or no information on which to base an evaluation.

**Policy No. 18: appendix 6**

**CERTIFICATION OF PROFESSIONAL COMPETENCY**

This set of competencies will be used for assessment in the practical components of Years 3 and 4. As such they represent the “beginning therapist” competencies, that is, this person can work unassisted with individual clients.

PRACTICE BASED COMPETENCIES

1. APPLICATION OF DISCIPLINE KNOWLEDGE

Appropriately and effectively relates Gestalt theory and method in reflection on a therapy session.	5	4	3	2	1	WD	Has great difficulty in relating Gestalt theory and method in reflection on a therapy session.
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2. DATA COLLECTION

Collects data by building of ground, historical and present, that is awareness focused.	5	4	3	2	1	WD	Data collection ability is unfocussed, invasive.
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3. LISTENING

Demonstrates excellent listening skills, demonstrating inclusion,	5	4	3	2	1	WD	Poor listening and inclusion.
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4. RAPPORT AND RELATIONSHIP BUILDING

Excellent ability to build an open working relationship with clients, demonstrating presence.	5	4	3	2	1	WD	Is unable to effectively engage clients.
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5. ISSUE IDENTIFICATION

Can effectively define and provide focus for client and self, from available data.	5	4	3	2	1	WD	Has great difficulty defining and specifying focus of work.
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6. CONTRACTING SKILLS

Can effectively and appropriately contract the details of work arrangements with clients.	5	4	3	2	1	WD	Has great difficulty in contracting details of work arrangements.
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7. EXPERIMENTATION

Can creatively and effectively introduce experiments that engage the client.	5	4	3	2	1	WD	Has great difficulty in designing and implementing experiments.
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8. THEME AND PATTERN IDENTIFICATION

Excellent ability to identify and articulate theme and/or patterns from working ground.	5	4	3	2	1	WD	Has great difficulty in identifying themes and/or patterns.
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9. THERAPEUTIC APPROACH

Shows an excellent grasp of maintaining client responsibility across a range of presenting issues.	5	4	3	2	1	WD	Is limited to working with only a few presenting issues, tries to “fix” the client.
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10. MICROCOUNSELLING SKILLS

Shows use of microskills (reflecting, paraphrasing etc.) and phenomenological exploration	5	4	3	2	1	WD	Possesses poor microskills
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**11. SELF SUPPORT**

Shows a high level of self support and encourages movement toward self support in clients.	5	4	3	2	1	WD	Shows little evidence of self support or providing support.
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**12. SESSION MANAGEMENT SKILLS**

Possesses ability to complete a unit of work in the time available with appropriate closure.	5	4	3	2	1	WD	Possesses poor ability to pace and complete a unit of work.
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**13. ORAL COMMUNICATION SKILLS**

Clarity of diction, lack of jargon, language used maintains contact with client.	5	4	3	2	1	WD	Possesses poor oral communication skills, “loses” the client.
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**PERSONAL COMPETENCIES**

**14. FEEDBACK**

Constantly accepts and shows signs of integrating, feedback from others (including clients, trainers and supervisors).	5	4	3	2	1	WD	Has great difficulty in receiving or giving feedback.
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**15. ETHICAL AND PROFESSIONAL CONDUCT**

Behaves in an ethical and professional manner, as described in PACFA Code of Ethics.	5	4	3	2	1	WD	Behaves in an unethical and unprofessional manner
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**16. GROWTH ORIENTED**

Regularly takes opportunities for self development, willingness to continue supervision.	5	4	3	2	1	WD	Shows little interest in self development, or the need.
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**KEY RATING**

- 5. **ADVANCED COMPETENCE** - Demonstrates a broad and deep understanding of Gestalt principles; possesses excellent therapy skills; and consistently applies this knowledge/skills even to complex, varied situations.
- 4. **INTERMEDIATE COMPETENCE** - Demonstrates a good understanding of Gestalt principles; possesses good therapy skills; and consistently applies this knowledge/skills even to moderately difficult situations.
- 3. **BASIC COMPETENCE** - Demonstrates a general understanding of Gestalt principles; possesses basic therapy skills; and consistently applies this knowledge/skills to most situations.
- 2. **LIMITED COMPETENCE** - Demonstrates a limited understanding of Gestalt principles; possesses some basic therapy skills; and has difficulty in applying this knowledge/skills to most situations.
- 1. **NEEDS FURTHER DEVELOPMENT** - Unsatisfactory therapy skills. Needs further development of knowledge/skills.

WD WEAK DATA - Little or no information on which to base an evaluation.

0. **UNSUITABLE** -. Fails to apply even basic Therapy skills, potentially damaging to clients. (Would not expect to see this by assessment stage)

## Policy No 19A

### Fair Treatment

#### policy on discrimination, harassment and the provision of reasonable adjustments

Ratified by the Academic Governance Body 14 December 2017

#### Acknowledgement

This policy draws on the:

- Employer's Toolkit – Sample Policy – discrimination and sexual harassment © *Anti-Discrimination Commission Queensland 2011*
- Discrimination in Education © *Anti-Discrimination Commission Queensland 2011*
- Prevention of Workplace Harassment Code of Practice 2004 © *The State of Queensland (Department of Justice and Attorney-General) 2011*
- *TEQSA Guidance Note: Wellbeing and Safety*

#### Purpose

Gestalt Therapy Brisbane Pty Ltd is committed to creating a learning and work environment which is free from discrimination, harassment, sexual harassment and sexual assault and where all staff and students at Gestalt Therapy Brisbane (GTB) are treated with dignity, courtesy and respect.

Staff and students are expected to abide by the PACFA Code of Ethics and by this policy.

Discrimination and Harassment are unacceptable to GTB and staff and students who experience discrimination or harassment are strongly encouraged to raise their concerns with their Year Coordinator or a Director and to utilise the grievance procedure to resolve these matters.

#### Related policies and documents

- Policy No 1: PACFA Code of Ethics
- Policy No. 2: Guideline for Educational Program: Ethical Considerations
- Policy No. 3: Grievance Policy and Procedure
- Policy No. 5: Critical Incident Management
- Policy No. 11: Health and Safety
- Policy No. 12B: Staff Responsibilities
- Policy No. 8B: Termination of Student Enrolment
- Policy No. 17: Special Consideration
- Policy No 19: Fair Treatment

#### Accessing this Policy

This policy is available on the GTB Website.

#### Application of this policy

This policy applies to all staff engaged at GTB including academic staff, administrative and support staff, guest lecturers, supervisors and therapists and contractors.

This policy applies to all students enrolled in GTB.

It applies to staff and students in all teaching and learning and work-related interactions with each other, contacts and clients.

It applies at any site where GTB functions are undertaken (including social functions and celebrations), and while travelling and attending conferences.

**Responsibilities**

All staff and students contribute to the creation of a discrimination free and inclusive teaching and learning environment for students and to a safe working environment for GTB staff.

**Directors and Year Coordinators** have a particular obligation to model appropriate behaviour; promote this policy; treat all complaints seriously and attend to them promptly; monitor the teaching and learning and work environment and seek expert help for complex or serious matters.

**All staff and students** have the responsibility to comply with this policy; report incidents to Directors and Year Coordinators and not to participate in discriminatory or harassing behaviour.

**Consequences of breach of the policy**

Students and staff who make a complaint of discrimination, harassment, sexual harassment or sexual assault will not suffer any victimisation by GTB for making the complaint. This also applies to students or staff who agree to be a witness in a complaint or have a complaint made against them.

**Disciplinary action** will be taken by GTB against any student or staff member found to have breached this policy. Action will be appropriate to the breach and may include:

For staff:

- an official warning and note on their personnel file;
- requirement to make a formal apology;
- counselling;
- conditions on their contract of employment; and/or
- termination of their contract for serious matters.

For students:

- an official warning and note on the student's file;
- requirement to make a formal apology;
- counselling;
- conditions on their ongoing enrolment; and/or
- termination of their enrolment for serious matters such as sexual assault.

**Relevant legislation**

Under the Queensland [Anti-Discrimination Act 1991](#) (the Act) discrimination, victimisation, sexual harassment, vilification and seeking unnecessary information on which discrimination might be based are illegal.

Discrimination on the following grounds is against the law:

- race, (including colour, descent or ancestry, nationality, national or ethnic origin);
- age (whether young or older);
- impairment (including biological, functional, learning, physical, sensory, mobility, cognitive, psychological, psychiatric impairment or the presence of an organism capable of causing disease);
- religious belief or activity;
- sex or gender identity;
- relationship status (including being married, single, divorced, separated, de facto or in a same sex relationship);
- sexuality;
- pregnancy, breastfeeding, parental status (including being or not being a parent, guardian, foster parent, adoptive parent, or step parent);
- family responsibilities (including the responsibility to care for and support a dependent child or immediate family member);
- lawful sexual activity as a sex worker;

- trade union activity;
- political belief or activity;
- association with someone else who is identified because of one of the above attributes.

Other behaviour that is against the law includes:

- seeking unnecessary information on which discrimination might be based;
- victimisation because a person has made a complaint, agreed to be a witness or has had a complaint made against them;
- sexual harassment is prohibited under both state legislation and the federal [Sex Discrimination Act 1984](#);
- vilification on the basis of a person's race, religion, gender identity or sexuality.
- [Federal anti-discrimination legislation](#) also prohibits discrimination on the basis of criminal record, medical record or social origin; and,
- Sexual assault.

### What is discrimination?

**Direct discrimination** occurs when a person (or a group of people) is singled out for worse treatment, compared to others in similar circumstances, because of one or more of the attributes listed above. Direct discrimination may involve:

- making offensive jokes about another person's racial or ethnic background, sex, sexuality, age or impairment;
- expressing negative stereotypes about particular groups or using stereotypes as a basis for decisions e.g. "Women with young children are too emotional, they should not be in the workplace." or "He is too old to be a therapist, he won't be able to relate to people."
- using selection processes based on irrelevant attributes such as age, race or impairment rather than on skills really needed for a job.

**Indirect discrimination** occurs when one rule applies to all, but in fact disadvantages a person (or group of people) because they are unable, or less able to comply with the rule because they have an attribute listed above. The fact that the disadvantage was not intended is not an excuse. For example:

- Requiring everyone to be available for all shifts might be unfair to a person with responsibilities to care for children or an elderly parent.
- Only hiring people who have never had a back injury or a workers compensation claim might rule out an employee whose health has returned and can do the job well.
- Not considering the provision of some reasonable adjustments would disadvantage a person with an impairment, who may be able to perform the essential parts of the job in a different way.

### What is sexual harassment?

Sexual harassment is any form of unwelcome sexual attention that might offend, humiliate or intimidate the other person and may be experienced by women or men. It includes uninvited touching or physical contact; leering at a person or at parts of their body; talking about your sex life or asking about another person's sex life; sexual jokes or propositions; sexually offensive communications (phone, email, SMS or other social media.)

Sexual harassment is against the law wherever and whenever it occurs. GTB will not tolerate sexual harassment. Sexual harassment has nothing to do with mutual attraction. Such friendships are a private matter.

Sexual harassment does not have to be repeated or continuous to be against the law. Some actions or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated. Other

single incidents, such as an unwanted invitation or compliment, may not be sexual harassment. Some forms of sexual harassment, such as assault, physical molestation, stalking, sexual assault and indecent exposure, are also criminal offences.

The person being harassed does not need to say that the behaviour is unwelcome. Many people find it difficult to speak up. All students and staff are responsible for their own behaviour. If you think your behaviour may offend, then don't do it.

## Harassment

Harassment may not be sexual or related to discrimination on the basis of an attribute.

Harassment is repeated behaviour that is unwelcome and unsolicited and that the person experiencing it considers to be offensive, intimidating, humiliating or threatening.

Harassing behaviours can range from subtle intimidation to more obvious aggressive tactics. Examples include:

- abusing a person loudly, usually when others are present
- repeated threats of dismissal or other severe punishment for no reason
- constant ridicule and being put down
- leaving offensive messages on email or the telephone
- sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways
- maliciously excluding and isolating a person from activities
- persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters
- humiliating a person through gestures, sarcasm, criticism and insults, often in front of other students, academic staff or GTB staff; and,
- spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

There are bound to be occasional differences of opinion, conflicts and problems in working relationships; these are part of working and learning together. Harassment does not include:

- reasonable management action taken in a reasonable way in relation to employees; or
- reasonable course requirements placed on students for the completion of their studies; or
- communication of requirements to staff or students; or
- implementation of consequences for staff or students not meeting requirements.

## Sharing personal information in the Gestalt therapy program

Within the Gestalt therapy education program students and academic staff are asked to explore their own processes within tuition and personal therapy. This important aspect of the Gestalt process ensures that students are sufficiently aware of their own life-story, meaning and processes to appropriately manage themselves as a therapist within therapeutic relationships. Policy No. 2: Guideline for Education Program: Ethical Considerations addresses this area further.

Exploring personal life-stories, meaning and processes involves sharing sensitive personal information, which may include experiences that have led to attitudes of a discriminatory nature. The sharing of such experiences and attitudes is not, in itself, discriminatory or harassing. However, students and academic staff are expected to talk and act with responsibility for their own life-story and processes, to recognise and acknowledge when this impacts on their interactions with others and to seek to appropriately modify their behaviour.

Students and staff are also expected to act with sensitivity to experiences and information shared by others

and support others to share, recognise and acknowledge their experiences and to modify how their processes impact on others. It is expected that academic staff or students will not use personal information shared during tuition sessions to put another down, to make fun of the other or to demean another in any way.

### **Reasonable adjustments will be made**

GTB recognizes that sometimes people with an impairment require reasonable adjustments to do a job or to undertake a course of study. Often adjustments will be straight forward, for example:

- being able to take medication in a private space;
- being able to stand up and move around at intervals to manage a back problem; or
- being granted an extension for assignments where appropriate.

Staff and students with impairments, particularly those that are long-standing, will often have existing self-managed strategies to manage their condition.

In the event that staff or students require greater adjustments, this should be discussed: as soon as the need is known.

Staff should discuss needs for adjustments with a Director or Year Coordinator at the point at which they are offered employment in relation to known needs, or as soon they are aware of their changing circumstances for emerging needs.

Students should discuss the need for adjustments with a Director at their application interview in relation to known needs, or with their Year Coordinator as soon as they are aware of their changing circumstances for emerging needs.

Students whose academic performance has been affected by a condition or impairment should refer to Policy No. 17: Special Consideration.

GTB will consider requests for adjustments on a case-by-case basis but cannot implement special services or facilities that would impose an unjustifiable hardship on the institution by virtue of cost, impact on the learning environment of students, or on the health and safety of staff or students. In addition, students must be able to meet all the requirements of the course including but not limited to 90% attendance at and participation in all components of the program and successful completion of all assessment tasks.

### **Vicarious liability**

Under the Act the person who discriminates against, victimises, sexually harasses, assaults, vilifies or asks for unnecessary information can be liable for illegal behaviour. GTB may also be liable unless it can show it has taken reasonable steps to prevent it.

GTB provides all students and staff with this policy and with the PACFA Code of Ethics and raises the requirements of ethical and non-discriminatory/harassing behaviour within tuition and staff inservice.

GTB ensures that all students and staff are treated fairly and are not subject to any of the behaviours mentioned in this policy. GTB also ensures that people who make complaints, or who are witnesses, are not victimised in any way.

### **What to do if you are discriminated against, harassed or assaulted**

Don't ignore the problem thinking it will go away; often it just gets worse.

### **GTB strongly encourages you to raise your concerns**

You can do this through:

- Your Year Coordinator;
- Director; or
- The grievance procedure (Policy No. 3).

While GTB would like the opportunity to resolve complaints directly, GTB supports the right of any person who feels they have been discriminated against, harassed or sexually harassed to take their complaint to the ADCQ or Human Rights Commission at any stage. These organisations can be contacted for advice and for making a complaint at:

Anti-Discrimination Commission Queensland

<http://www.adcq.qld.gov.au>

ph:1300 130 670

Human Rights and Equal Opportunity Commission

<http://www.humanrights.gov.au>

ph: 1300 656 419

Harassment complaints by staff may also come under Work Cover (see Policy No. 11: Health and Safety).

### **Privacy Statement**

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## Policy No 19B

### SEXUAL ASSAULT AND HARRASMENT POLICY

Ratified by the Academic Governance Body

#### Purpose

To promote security and safety of students and staff enrolled in Gestalt Therapy Brisbane courses.

#### Statement

GTB takes a zero-tolerance position in regard to sexual assault and sexual harassment. GTB recognises the right of all students and staff to experience a safe and respectful education environment. A taskforce within the Gestalt Education Process (GEP) committed has been convened to advise GTB of appropriate responses to prevent sexual harassment and assault.??

GTB considers sexual assault and sexual harassment as a legal, safety, and ethical issue. As a psychotherapy education institute, the issues of the potential abuse of power within a relationship need to be addressed in the education program. All students and academic staff are offered online training regarding sexual assault and sexual harassment in the Moodle site for their year. Also, throughout the course students are required to engage in learning and reflection on ethical relationships and the appropriate use of power in all professional settings.

#### Related policies

- Policy No. 3: Grievances and Complaints Procedures
- Policy No 2: Critical Incident Management
- Policy No. 6B: Student Support
- Policy No. 11: Health and Safety
- Policy No 16A: Risk Management Policy
- Policy No 16B: Risk Management Framework
- Policy No. 19A: Fair Treatment

#### Accessing this policy

This policy is available on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

#### Definitions

**Sexual assault** is any unwanted or forced sexual act or behaviour that occurs without consent. Sexual assault occurs when a person indecently assaults another person or procures another person, without their consent, to commit a sexual act (Section 352 of the Queensland Criminal Code Act 1899).

Consent must be freely and voluntarily given by a person with the cognitive capacity to do so. Consent is not freely and voluntarily given if a person is:

- forced to engage in the sexual act;
- unconscious or asleep
- under the influence of drugs or alcohol
- threatened or intimidated
- in fear of bodily harm, or
- under a mistaken belief that the person was their sexual partner.

The anti-discrimination commission of Queensland states that **Sexual harassment** is against the law in Queensland. It is prohibited by the Anti-Discrimination Act 1991. Sexual harassment is any unwelcome conduct of a sexual nature that is done either to offend, humiliate or intimidate another person, or where it is reasonable to expect the person might feel that way. It includes uninvited physical intimacy such as touching in a sexual way, uninvited sexual propositions, and remarks with sexual connotations. It has nothing to do with mutual attraction between people. Sexual harassment does not have to be deliberate or repeated to be illegal. Some sexual harassment, such as sexual assault, indecent exposure and stalking is also a criminal offence.

### **Procedures**

All staff, academic staff, and students are required to engage at GTB in a respectful way exhibiting a no tolerance approach sexual assault and sexual harassment. Academic staff are required to comply with the ethics of their professional association and all students and academic staff are required to comply with the ethics of the Psychotherapy and Counselling Federation of Australia (PACFA).

GTB encourages individuals to report incidents of sexual assault and sexual harassment.

If a criminal act has occurred (sexual assault) the police should be contacted on 000. Other reporting options include contacting one of GTB's directors or year coordinators or engaging in Policy No 3: Grievance and Complaints. GTB academic staff are required to use GTB' Policy No 5: Critical Incident Management and reporting processes when reporting sexual assault and/or sexual harassment.

GTB mandates counselling for students as part of the course requirements. A student can report and discuss options with their therapist and they have the option to seek another therapist on GTB's list should they wish to.

### **Responsibilities**

All staff and students contribute to the creation of a safe teaching and learning environment for students and to a safe working environment for GTB staff.

Directors and Year Coordinators have a particular obligation to model appropriate behaviour; promote this policy; treat all complaints seriously and attend to them promptly; monitor the teaching and learning and work environment and seek expert help for complex or serious matters.

All staff and students have the responsibility to comply with this policy; report incidents to Directors and Year Coordinators and not to participate in illegal, unethical or harassing behaviour.

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## **Policy No 20**

### **Course Review and Development**

Ratified by the Academic Governance Body 14 December 2017

#### **Purpose**

Gestalt Therapy Brisbane Pty Ltd is committed to maintaining academic integrity in the teaching and learning of its courses. Gestalt Therapy Brisbane (GTB) undertakes regular review and development processes to maintain the currency and integrity of the Gestalt Therapy Brisbane Pty Ltd courses.

#### **Related policies and documents**

- Policy No 15: Teaching and Learning

#### **Accessing this Policy**

This policy is available on the GTB Website.

#### **Course monitoring and reviewing**

Gestalt Therapy Brisbane Pty Ltd's two courses; the Graduate Certificate in Gestalt Therapy and the Master of Gestalt Therapy, together with the educational and administrative processes that support the delivery of the courses, are subject to continual review. Reviews are conducted

- Annually (in November) in light of events in the preceding academic year;
- Every 3 years within strategic review and planning processes; and
- Every 7 years in preparation for reaccreditation application processes with higher education authorities and professional associations.

Reviews determine the quality and relevance of the two award courses, recommend developments to the courses and ensure the documentation of the courses are current, with sufficient detail and distributed appropriately to academic staff and students. Reviews of courses include reviews of the units that make up the courses.

The annual review of the GTB courses is undertaken in November of each year in order that changes can be made before the next academic year. The review involves processes of inspecting data collected, analysis and reflection and decision making for improvement. Reviews of courses and units also track the following:

- Student enrolment numbers including EFTSL numbers;
- Attrition rate of students in all years;
- The distribution of student grading for assignments; and,
- Student comments about their tuition that come to GTB outside of the formal feedback processes.

Review of educational and administrative processes is also part of the annual review process.

Reviews draw on the processes and forums that are embedded in the organisational life of GTB including the following:

- Monthly staff meetings of campus teaching academic staff to plan the forward program and to identify emerging issues. Options for resolution of emerging issues are developed in these meetings. Issues relating to the course and its implementation are referred to the Gestalt Educational Processes (GEP) Committees.
- The Gestalt Educational Processes (GEP) Committee meets 2 to 3 times each year to consider issues referred to them from staff meetings, the Academic Governance Body (AGB) or the Corporate

Governance Body (CGB). The GEP Committees also develop responses to emerging issues and /or refer these to the Directors for further consideration.

- Consultant Curriculum Design and Consultant Policy Development. The Directors of GTB may refer emerging issues and options for resolution/development to these Consultants;
- Moderation of assessment, which occurs twice each year with outcomes reported to the Directors and the Corporate Governance Body. Emerging issues in relation to curriculum design including assessment tasks and criteria are forwarded to the GTB GEP committee;
- Student feedback about the course and its components, which is sought through the GTB Feedback Tools at the end of each semester. Feedback is also sought from graduates through the Graduate Satisfaction Survey. This is distributed to students who have graduated or left the course in April/May of each year. Student feedback is collated and assessed to identify emerging issues in relation to the courses. The GTB GEP Committee, and the AGB annually considering the feedback from students, graduates and academic staff;
- Course monitoring activities and recommendations about course updating, which are communicated from the GEP Committee through the Directors of GTB to the Academic Governance Body (AGB);
- AGB, which is responsible for approving changes to courses in order to ensure that these meet academic and accreditation standards.

### Review Cycles

The ongoing monitoring and review processes feed into the operational and strategic planning and review cycles (Figure 1).

GTB also engages in the external monitoring of its courses through benchmarking activities. It welcomes input into the courses that will improve their quality. The benchmarking activities include:

- ACPET benchmarking undertaken annually.
- External benchmarking activities initiated by the provider with Australian and overseas academics and Gestalt practitioners.
- Professional association accreditation process every 7 years.
- Regulatory accreditation and registration process every 7 years.



Figure: The GTB review cycle

### Strategic and Operational Planning

GTB’s Operational Plan will be reviewed in November of each year for evaluation against identified objectives and additional development. The latest review took place in November 2017. At this time a new Strategic Plan (2017-2021) and Operational Plan (2017-2021) was drawn up and ratified by the Directors Gestalt Therapy Brisbane Pty Ltd. A review of GTB’s previous Strategic Plan was also made at this time. The GTB Strategic Plan was presented to the CGB and AGB at their respective meetings over 2017. It is a regular agenda item at each CGB meeting.

## Policy No 21

### ADMINISTRATIVE ARRANGEMENTS BRISBANE

Ratified by Directors Gestalt Therapy Brisbane 14 December 2017

#### Purpose

Gestalt Therapy Brisbane Pty Ltd is committed to maintaining the quality of its administrative processes in order to ensure that these fully support the academic integrity in the delivery of GTB courses.

#### Related policies

- Policy 9A: Student Fees
- Policy 9B: FEE-HELP
- Policy No 13: Use of the GTB Premises

#### Accessing this policy

This policy is available on the GTB website: <http://www.gestalttherapybrisbane.qld.edu.au/policies>

#### Introduction

The educational plans and policies of Gestalt Therapy Brisbane are supported by its administrative structures. These structures are built on the following principles:

- The importance of good leadership and management. To this end decisions about the way GTB is organised will be made by the Directors of Gestalt Therapy Brisbane in consultation with GTB's committees and groups;
- GTB, although a small institution acknowledges that it is composed of interrelated parts that undertake particular functions and that change in any one unit can have flow-on effects in others.
- The quality of the work of Gestalt Therapy Brisbane depends on the quality of relationships among its people.
- That review and feedback related to its arrangements are regularly sought from students, staff and committees and groups in order to engage in continual improvement.
- That GTB's Administrative arrangements are an integral part of its Financial and Business Systems, Practices and Planning. Further information about GTB's Financial and Business Systems can be found in the GTB Business Plan.

The Directors of Gestalt Therapy Brisbane hold ultimate responsibility for meeting the administrative needs of Gestalt Therapy Brisbane. They are supported by a GTB Administrator.

GTB is a small institution with complex administrative needs. In order to meet these needs, it relies on a number of contracted specialists. These specialists are listed hereunder together with a short description of the contracted work they engage in for GTB.

1. Accountants; advise GTB on all issues regarding financial execution, planning and reporting. They prepare our financial accounts for taxation purposes and reporting purposes and prepare our accounts to be audited.
2. Bookkeepers prepares our monthly Profit & Loss Statement and Balance Sheet on a 3 monthly basis. They prepare our year accounts and send same to Accountants. They prepare our 3 monthly BAS statement and submit this to the Taxation Office. GTB approves and attends to the payment of BAS statements.  
Bookkeepers also prepare the Wages Statement and Superannuation Statements for GTB staff and contracted academic staff. GTB attends to the payment of these Statements.

3. Auditors: support GTB to submit to DET a 12 month Financial Audit of its operations each year in December.
4. Lawyer: prepares documentation with regard to our organisational structure and the Unit Trust GTB is governed by.
5. Nifty IT: Bridgeman Downs QLD: Phone 1300 132 534 support all of IT functions.

The responsibilities of the Directors have been divided to ensure administrative needs are met.

Other roles are met by academic staff, the GTB Administrator and contracted consultants.

- Year Coordinators (Academic staff)
- Consultant AGB (Alan Meara)

Regular staff meetings and academic staff meetings occur at Gestalt Therapy Brisbane.

## **GTB PROCEDURES**

The following documented administrative procedures are presented as evidence of GTB's administrative structures.

### **Budgeting**

The Directors of GTB prepare a budget in September/October of each year in consultation with the GTB Accountant Toohey Reid Advisors. It is noted that it is a requirement of the yearly audit that GTB prepare a budget for the coming year. Decisions regarding the following are made at this time:

- Student fees for upcoming year
- Administration part-time wages for upcoming year
- Contracted therapist payments for upcoming year
- Contracted academic staff payments for upcoming year
- Director payments for education work for upcoming year

A realistic estimate of other significant expenses is also made at this time e.g. legal fees, accountant fees, residential fees, insurance fees, rent, and other identified costs.

This budget is again revised in February and May when student numbers have been stabilised.

Although GTB's accounts are prepared and processed for the financial year the GTB budget is prepared for the academic year or calendar year. This is to ensure that GTB's operating expenses are aligned to the income received by GTB for any one particular year.

It is an expectation that GTB will meet its requirements to conduct its 4 year educational program and to conduct its advertised Professional Development Program within the limits of its budgeted income. Directors may claim an agreed to consultation fee over the year. At the end of the financial year dividend distributions, as identified by the Toohey Reid Accountants, will be made to each of the Directors according to percentage ownership from net operating profits.

### **Payment of Accounts and Receipt of Moneys**

1. Accounts will be paid fortnightly or at least at the end of each month or by due date where applicable;
2. A Director, authorises purchase and payment of costs by a signature on an account up to \$500 on an item of purchase/service;

3. When an item is in excess of \$500 an additional Director needs to authorise purchase and payment via signature on account. Decisions as to the purchase and payment of accounts will be made at Directors' meetings;
4. Purchases through credit card need to be approved by the Directors at a Director meeting before the transaction takes place unless the items are budgeted items. Other purchases under \$500 do not need approval and a receipt needs to be given to admin. More than \$500 approval will be gained at a Director's meeting except in emergencies where approval can be granted by all Directors by email.
5. The GTB Administrator will be directed and authorised by a Director to make payments on behalf of GTB. No account is to be paid without authorisation;
6. Invoices and receipts will be managed through GTB's online accounting system and will be held in the system, and in GTB's secure filings system and electronic system;
7. Payment of invoices will be made either electronically or by cheque. All payments will be recorded in GTB's online accounting system with paper records maintained as instructed by the Directors.
8. Receipts will be accepted by Direct Credit or through cash and cheque. Receipts will be issued and recorded in GTB's online accounting system with paper records maintained as instructed by the Directors.
9. All cash and cheque bank deposits will be made through a Deposit Book.
10. Receipts will be written for income received on at least a fortnightly basis.
11. Each month GTB's bank statement will be reviewed by the GTB Administrator and checked by a Director. The statement will be reviewed against GTB's online accounting system. Items to be reviewed will include details of each expense/income and associated invoices and receipts.. Every quarter a report of this information, approved by a Director, will be forwarded to Brisbane Bookkeepers by the GTB Administrator in order to reconcile and prepare GTB accounts, and prepare BAS statements.

### **Managing Student Payment of Fees and Dealing with Bad and Doubtful Debts**

1. Students are advised before the commencement of an academic year (November in previous year) as to the cost of fees for the next year;
2. Students who chose to pay fees directly to GTB are presented with a fee payment schedule for a year before the education program commences. This STUDENT AGREEMENT includes a contract to meet a negotiated fee payment schedule. The contract is to be signed by the student and a GTB Director (February Year 2, 3 & 4: May, Year 1). Students will then be issued with an invoice through GTB's online accounting system;
3. Students who identify they will have difficulty in meeting the fee payment schedule presented to them by GTB are asked to negotiate with the GTB Administrator to present a fee payment schedule that they can meet, and the Directors can agree to. Once agreed this will be signed by the student and a GTB Director
4. The payment of student fees is managed in accordance with Policy No. 9A: Student Fees, and are monitored by the GTB Administrator, remainder emails will be sent when payments are due. Information as to students with overdue fees are given to the Directors. The GTB Administrator contacts students who fall behind in their payment schedule through an email or letter requesting them to bring their fee payment up to date;

5. Students who fail to respond to the request to bring their payment of fees up to date and fail to renegotiate a payment plan with the GTB Administrator are sent a second letter. The second letter notes their lack of response to the first letter and requests that an appointment be made immediately with the GTB Administrator of GTB in order to discuss their continued enrolment. The GTB Administrator communicates with the Directors regarding non-payment of fees. The Directors reserve the right to terminate the enrolment of any student when an agreement on the payment of overdue fees cannot be met. When a student's enrolment is terminated he or she will be presented with an account of fees owed to GTB. The Directors will continue to seek for and negotiate payment of overdue fees until a decision is made to write off the debt as a bad debt;
6. Fees will be paid by students through direct debit, cheque or cash;
7. Students will be provided with a receipt for the payment of fees;
8. GTB is an approved higher education provider and can provide its eligible students with access to FEE-HELP in accordance with Policy No. 9B: FEE-HELP. GTB will accept the schedule of payment offered by the Department of Education and Training and the policies and procedures imbedded in the FEE-HELP process. GTB will meet the data entry and reporting requirements of the Department of Education and Training

**Payment of Fees outside the established educational program. (This information is presented on the GTB Website.)** <http://www.gestaltinstitute.com.au/workshops.htm>

#### **Workshops and Professional Development Days**

1. It is an expectation that participants will book their place and pay the cost of the workshop prior to attendance;
2. Participants will receive a full refund of their payment of the Workshop fee if notice is given to GTB of non-attendance up to 5 days prior to the workshop;
3. At the discretion of the Directors a \$40 administration charge will be levied if notice is given of inability to attend less than 5 days prior to the workshop. However, full payment will be expected if cancellation occurs within 24 hours of the commencement of the workshop.
4. In addition to this GTB may need to recoup funds for external facilitators and therefore charge an addition fee for cancellation after numbers have been confirmed with the external facilitator. Participants who cancel their enrolment will be informed if this fee applies at the earliest convenience.

#### **GTB Room Hire**

1. Charges for room hire will be made in accordance with GTB Policy No 13: Use of the GTB premises

#### **Additional Fees and Charges**

**(not included in fee charge quoted at the beginning of each academic year)**

1. Request for Academic Record or Replacement Academic Record.  
At the completion of their Graduate Certificate in Gestalt Therapy (Certificate in Gestalt Therapy prior to 2012) and at the completion of the Master of Gestalt Therapy (Certificate of Advanced Clinical Gestalt Therapy prior to 2012) students will be issued with an Academic Record. This document will record their academic progress for the course they have completed. This record will be provided free of charge. Students who are enrolled in the 4 year program may request an academic record at any point of their education and this record will be provided to them free of charge.

Students or past students who request a Replacement Academic Record will be charged a fee.

2. Overdue library items attract a library fee per item per week. Students will be notified of any overdue book and the charge incurred. This information is outlined in Policy No 7: Library and its Uses;
3. Late submission of semester assessment items attracts a late submission fee. This is outlined for students in Policy No 6: Assessment and Completion of Education and applies to assessment items submitted after the 14 August for 1<sup>st</sup> Semester and after the close of the Academic Year, that is by the end of the second week in December for 2<sup>nd</sup> Semester.

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