

# Admissions Policy

## 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the admission of domestic students to education programs.

This policy applies to all stakeholders involved with student admissions and includes all staff and students.

## 2. Principles and Key Requirements

GTB is committed to offering postgraduate Gestalt Therapy education to suitable applicants. Entry to this education is offered through a layered admissions process that allows for differentiation between applicant academic histories, professional experience, personal capabilities, and past and present life context. The framework of this layering is explained in this section, with procedural steps and an admissions process flowchart located within the Admissions Procedure.

To ensure an applicant-appropriate and fully compliant framework is applied to admission of students, the following principles frame admissions processes at GTB:

### *2.1. Fundamental Principles of Admissions at GTB*

- Admissions information is transparent and accessible.
- Recommended higher education admissions terminologies are applied.
- A variety of admissions pathways are available and defined.
- There is a fair and consistent admissions process for all applicants.
- Accommodation of student equity and diversity is inherent within the admissions process.
- There is no disadvantage for applicants due to personal characteristics.
- Provided information assists in the realistic appraisal of prospects for admissions success.
- Where offered, scholarship information and conditions are explicit.
- Inherent requirements are clearly articulated.

- Applicant eligibility for entry does not guarantee a course offer.
- Student numbers accommodated within each course delivery period may be subject to intake quota restrictions.
- Timeliness in admissions decision-making and applicant notification will occur.
- A set of Principal Entry Requirements are used to benchmark admissions applications.
- There are clear credit and recognition of prior learning pathways based in the principle of surety of the integrity of qualification outcomes.
- An applicant may qualify for above the recommended maximum awarded credit if they provide suitable information that enable staff to make an evidence-based academic judgement as to their unique course entry point.
- Successful applicants can, with compelling reasons, defer commencement for up to twenty-four (24) months.
- Unsuccessful applicants have the right to an admissions application review if this is requested within ten (10) working days of notification of outcome and actioned through GTB Student Grievance Policy mechanisms.

A concomitant principle is the right of GTB to develop standing agreements with other Gestalt Therapy educational institutions regarding cross-institutional articulation and credit transfer, which will stipulate distinct course entry points relative to the involved providers' course material, AQF level, and qualification offerings. Such agreements will enable applicants to progress from one qualification to another with predetermined credit in a defined pathway.

## *2.2. Principal Entry Requirements*

A set of Principal Entry Requirements are utilised to establish a benchmark level of admission. These are referenced in section 2.3 below and reviewed in detail in section 2.1 of the Admissions Procedure.

## *2.3. General Admissions Pathway*

GTB implements a General Admissions Pathway utilising all the Principal Entry Requirements as admissions criteria. This pathway follows established conventions in higher education admissions in Australia and provides applicants with a straightforward application process that

does not require additional information to assess equivalency of knowledge and skill. Refer to section 2.1 of the Admissions Procedure to review the range of eligible evidence.

#### *2.4. Discrete Admissions Pathway*

GTB implements a Discrete Admissions Pathway that is distinct from the General Admissions Pathway. This alternate pathway utilises credit and recognition of prior learning mechanisms to assess equivalency of knowledge and skill to provide course entry. The admissions process for this pathway requires the applicant to meet numerous academic and attribute elements of the Principal Entry Requirements and to submit supplementary evidence for assessment of equivalency. Refer to section 2.2. of the Admissions Procedure to review the range of eligible evidence.

#### *2.5. Equity Admissions Pathway*

GTB implements an Equity Admissions Pathway that is distinct from the General and Discrete Admissions Pathways. This pathway aims to increase participation in higher education by those from under-represented groups and those who have experienced difficulties in achieving most elements within the Principal Entry Requirements.

Applicants to this pathway include those who identify as Aboriginal or Torres Strait Islander, those with refugee status, those with English as a second language, or those who experienced circumstances beyond their control that negatively affected their educational experiences.

This pathway requires the applicant to meet a selection of the attributes as per the Principal Entry Requirements, to submit a variety of supplementary evidence for assessment of equivalency as per the Discrete Admissions Pathway, and to submit selected additional criteria that are dependent on individual circumstances. This pathway provides applicants with the knowledge that life situations do not preclude the opportunity to pursue learning at GTB. Refer to section 2.3 of the Admissions Procedure to review the range of eligible evidence.

#### *2.6. Exclusory Conditions of Admission*

All applicants to the admissions process are subject to the following exclusory principles:

- Providing fraudulent, misleading, incomplete, or inaccurate information will lead to an application being declined if the circumstances of such documents cannot be explained.
- An applicant who has failed more than half of the total credit points completed at another educational institution and who does not provide evidence of changed circumstance or enhanced motivation since this event may be refused admission.
- An applicant who has been excluded, suspended, or expelled from GTB or another educational institution and does not provide evidence of changed circumstance or enhanced motivation since this event may be refused admission.
- GTB may not provide an offer of admission or may withdraw an offer of admission if:
  - The staff involved in admissions judge that, and explain how, the candidate is unsuitable for admission.
  - An offer was made in error.
  - An offer is not accepted and course requirements or availability change.
  - The course intake quota is filled prior to the offer of enrolment.
  - The course is discontinued or suspended.

### *2.7. Institutional Obligations Related to the Admission Process*

Aligned to the admissions process, GTB commits to:

- Providing accessible and transparent admission information on the GTB website.
- Publishing institutional and course-level student profiles using established information sets.
- Identification and monitoring of student subgroups.
- Regular monitoring, analysis, and reporting of student performance.
- Governance oversight of admissions, including the processes of approval, implementation, monitoring and review.

### *2.8. Student Obligations Related to the Admission Process*

Applicants to GTB are required to:

- Provide honest and accurate information.
- Complete all required fields within the enrolment form.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for this policy and for maintaining oversight of student admissions at GTB.

Additional responsibilities and accountabilities include staff and students who interact with the admissions process.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.2, 1.3.6, 2.2.1, 2.2.2, and 7.2.2 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Student admissions are recorded within the student management system. From this location selected sub-cohort data is extracted to populate the institution and course admission information set templates.

Reporting of student admissions data occurs from the Academic Manager to the Academic Governance Body annually.

### 6. Related Documents

- Admissions Procedure
- Business Administration Policy
- Course Lifecycle Management Policy
- English Language Requisites and Support Policy
- Equity and Diversity Policy
- Student Fee Management and Refund Policy
- Student Course Progression Policy

- Student Grievance Policy
- Teaching and Learning Plan
- Teaching and Learning Policy

## 7. Policy Review

The Academic Governance Body shall review this policy every three (3) years, or earlier if required.

## 8. Appendix

- Tertiary Education Quality Standards Agency (2022). Admissions Guidance Note.  
<https://www.teqsa.gov.au/sites/default/files/guidance-note-admissions-coursework-v2-0.pdf?v=1651626586>

## 9. Version Control

DOCUMENT INFORMATION		
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ID	AP01-PP01-SP13	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning, Administration Manager	
REVISION HISTORY		
Version	Issue Date	Changes
≤ 2.6	Policy Handbook 2020	Future policies to be extracted, revised and stored singly for simplified continuous improvement and version control.
3.0	24 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policies No. 4B and No. 8A in 2020 Handbook. Rename as Admissions Policy. Refine content. Develop a separate Procedure to accompany this policy.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	5 <sup>th</sup> Sept 2022