

Admissions Procedure

1. Purpose and Scope

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

This procedure correlates to the Admissions Policy and applies to all stakeholders involved with student admissions and includes all staff and students.

2. Process and Key Control

GTB utilises three admissions pathways – General Admissions, Discrete Admissions, and Equity Admissions. Each of these pathways derive from a set of Principal Entry Requirements that provide an institutional baseline that reflects generally established admissions norms for entry to AQF level 8 and 9 qualifications across Australian higher education.

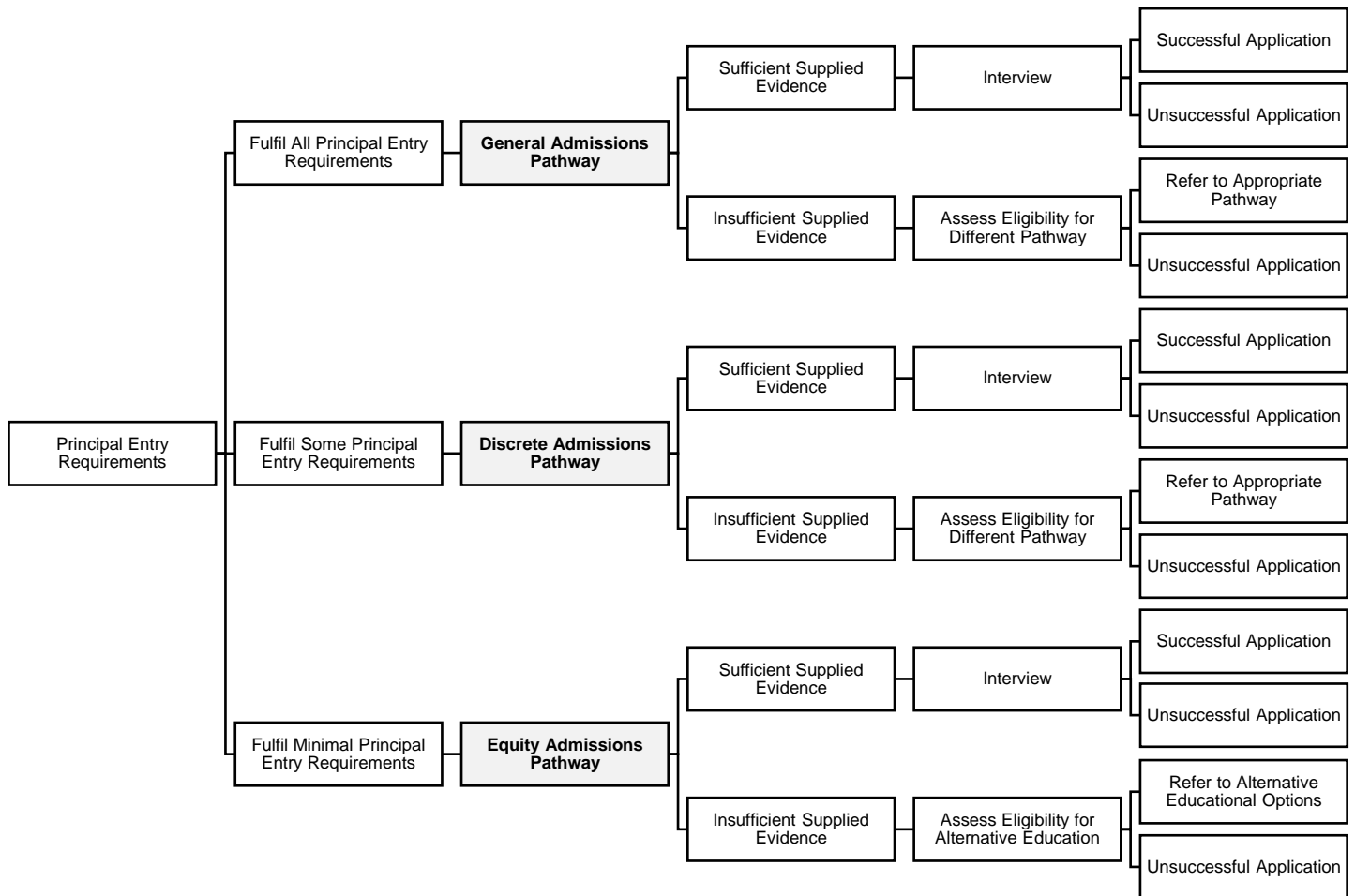
The following flowchart pictorially represents the general procedures associated with each of the three pathways that derive from the Principal Entry Requirements. Procedural information for these pathways is provided in sections 2.1, 2.2, and 2.3.

Forms provided to applicants for these admission pathways and their associated processes contain granular content that is not discussed in this procedure – refer to the relevant forms to review this additional detail.

Credit and Recognition of Prior Learning are integrated within the admissions process and are applied in line with generally accepted higher education guidelines for AQF level 8 and 9 qualifications. These are discussed in detail in section 2.4.

An admissions pathway for applicants with significant prior academic and work experience over and above the Principal Entry Requirements is available. The procedure for the awarding of credit above the recommended maximum for this pathway is reviewed in section 2.5.

Prospective students determine the pathway suited to their application after review of the admissions criteria held on the GTB website and/or in conversation with staff, and then complete the necessary paperwork and provide the required evidence. The staff member communicating with the applicant may direct that person to a more appropriate pathway for their admissions process if required.



2.1 General Admissions Pathway

Students wishing to be admitted to GTB courses through the General Admissions Pathway are required to fulfil all Principal Entry Requirements. These are:

- A certified AQF level 7 or above, or equivalent, qualification with academic record in Social Work, Psychology, Counselling, Allied Health, or a cognate discipline.
- Minimum age requirements.
- Have no limitations that may impede progression.

- English language proficiency, as per the English Language Requisites and Support Policy.
- Evidence of citizenship or appropriate resident visa. GTB does not hold registration with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and cannot accept international applicants.
- The inherent requirement of access to an internet-connected computer that can communicate with GTB's online systems.
- Demonstration of the following attributes.
 - Display commitment to the practice of Gestalt Therapy and to the educational program.
 - Express dedication to developing awareness of communicating and making contact.
 - Demonstrate the capacity to give and receive personal feedback.
 - Have or develop the ability to relate to others in a receptive and reflective way.
 - Be open to working dialogically and relationally with another.
 - Have the capacity to adequately cope with the emotional and psychological demands of the program.
 - Demonstrate the ability to understand and practice ethical behaviour and follow a code of practice.

The procedure for the General Admissions Pathway is as follows:

- The completed admission form and any required documentation is submitted to GTB.
- The applicant receives an acknowledgment of application.
- If insufficient evidence is supplied then the applicant is either referred to a different Admissions Pathway or is provided with confirmation of an unsuccessful application, with written reasons if requested.
- If sufficient evidence is supplied the applicant proceeds to an interview where suitability for admission is assessed in a relational environment.
- If the applicant is deemed suitable for admission to the educational program from interview they are provided with confirmation of successful application.
- The successful applicant is forwarded an offer of admission accompanied by terms and conditions.
- Once an offer of admission is accepted, registration as an enrolled student occurs and introductory information is provided.

- If the applicant is deemed unsuitable for admission to the educational program from interview they are provided with confirmation of unsuccessful application, with written reasons if requested.

2.2 Discrete Admissions Pathway

Students wishing to be admitted to GTB courses through the Discrete Admissions Pathway are required to fulfil at least some of the Principal Entry Requirements, display most of the required attributes, provide additional information in order to assess equivalency of knowledge and skill. Required supplementary evidence includes:

- Signed testimonials from at least two (2) suitable sources describing personal qualities and academic potential.
- Statutory declaration (Queensland Government 2022) outlining at least three (3) or more of the following:
 - General skills and knowledge.
 - Tertiary preparation and maturity.
 - Work experience.
 - Life experience.
 - Motivation and commitment to study.
- If deemed necessary, the following may also be required:
 - Past academic records.
 - Observation of work practices or structured assessments.
 - Third-party reports.
 - Past professional outputs, writing, or assessed work
 - Portfolio.
 - Additional relevant outputs.

For example, if an applicant holds AQF level 4, 5, or 6 qualifications, displays numerous attributes, has extensive work experience in Social Work, Psychology, Counselling, Allied Health, or a cognate discipline, and can provide the required additional information – then they are directed to this admissions pathway.

The procedure for the Discrete Admissions Pathway is as follows:

- The completed admission form and any required documentation is submitted to GTB.
- The applicant receives an acknowledgment of application.
- If insufficient evidence is supplied then the applicant is either referred to a different Admissions Pathway or is provided with confirmation of an unsuccessful application, with written reasons if requested.
- If sufficient evidence is supplied the applicant proceeds to an interview where suitability for admission is assessed in a relational environment.
- If the applicant is deemed suitable for admission to the educational program from interview they are provided with confirmation of successful application.
- The successful applicant is forwarded an offer of admission accompanied by terms and conditions.
- Once an offer of admission is accepted, registration as an enrolled student occurs and introductory information is provided.
- If the applicant is deemed unsuitable for admission to the educational program from interview they are provided with confirmation of unsuccessful application, with written reasons if requested.

2.3 Equity Admissions Pathway

GTB offers an Equity Admissions Pathway for domestic students that aims to increase access to higher education for those with academic potential from under-represented groups and from those who have experienced identified hardship. This pathway is based in the principles of affirmative action and the objective of supporting the application of Gestalt Therapy within the education and wellbeing of disadvantaged individuals and communities in Australia.

Students wishing to be admitted to GTB courses through the Equity Admissions Pathway are required to fulfil at least some of the Principal Entry Requirements, display capacity for development of required attributes, and provide additional information in order to assess equivalency of knowledge and skill. In addition, signed testimonials from at least two (2) suitable sources verifying identification with an under-represented group or confirming experiences that negatively affected education are required.

Criterion for this pathway encompass those identifying as Aboriginal or Torres Strait Islander, those with refugee status, those with English as a second language, or those who have

experienced circumstances beyond their control that have negatively affected educational experiences. Such experiences include but are not limited to:

- Disability.
- Chronic illness.
- Disrupted education or schooling.
- Rural or regional school.
- Financial hardship.
- Difficult home environment and family responsibilities.
- First in family to access higher education.
- Non-English speaking background.

For example, if an applicant ceased their schooling prior to Year 12 because of difficult home circumstances, displays numerous attributes, and can provide the required additional information – then they are directed to this admissions pathway.

Assessment of applicants in this pathway is conducted on a case-by-case basis where a holistic review of the individual and their circumstances, along with the totality of the lived experience and the displayed evidence of commitment to the educational journey, are prioritised.

The procedure for the Equity Admissions Pathway is as follows:

- The completed admission form and any required documentation is submitted to GTB.
- The applicant receives an acknowledgment of application.
- If insufficient evidence is supplied then the applicant is either referred to an alternative educational option if appropriate or is provided with confirmation of an unsuccessful application, with written reasons if requested.
- If sufficient evidence is supplied the applicant proceeds to an interview where suitability for admission is assessed in a relational environment.
- If the applicant is deemed suitable for admission to the educational program from interview they are provided with confirmation of successful application.
- The successful applicant is forwarded an offer of admission accompanied by terms and conditions.

- Once an offer of admission is accepted, registration as an enrolled student occurs and introductory information is provided.
- If the applicant is deemed unsuitable for admission to the educational program from interview they are provided with confirmation of unsuccessful application, with written reasons if requested.

2.4 Credit and Recognition of Prior Learning

Credit is defined as ‘... the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications’ (AQF 2012 pg.1). Recognition of prior learning is defined as the process where ‘eligibility for the award of credit is assessed, through assessment of formal, informal and non-formal learning’ (AQF 2012 pg.1).

GTB has established criteria for examining admissions applications for the application of credit to course admission through recognition of prior learning as described within this procedure.

The maximum allowable credit that is applied to courses at GTB is generated from integration of AQF (2013b) guidelines and common practice across Australian higher education, where – as a rule - no more than 50% of a postgraduate course is credited. The following table presents the recommended permissible amount of credit for the GTB Masters of Gestalt Therapy based on the described admission protocols.

Credit Points per Academic Year for All Subjects	Total Course Credit Points for All Subjects	Recommended Maximum Course Credit Percentage	Recommended Maximum Course Credit Points	Recommended Maximum Course Time Credit
Year 1 = 32 cp Year 2 = 34 cp Year 3 = 34 cp Year 4 = 39 cp	139	47.5%	66 credit points (Years 1 and 2)	2 years part-time (Years 1 and 2)

2.5 Awarding In Excess of Maximum Recommended Credit

It is possible for an applicant to exceed this recommended awarded credit level if they can provide evidence of significant development of academic capabilities, in-depth knowledge of Gestalt Therapy, and an advanced skillset across the attributes described in section 2.6 of the

Admissions Policy. From this additional submitted material staff must be able to make a clear and evidence-based academic judgement as to the applicants' unique course entry point.

As an example, an individual with a completed education at a Gestalt Therapy training institute, extensive history in Gestalt Therapy practice, and consistent professional development may be granted admission in excess of the recommended credit. Decision-making on the provision of such additional credit is made on a case-by-case basis at the discretion of staff who are required to have a clearly documented rationale for any awarding of extra credit.

3. Key Requirements

- The GTB website publishes admissions information.
- The Admissions Policy and Admissions Procedure are accessible from the GTB website.
- The Student Management System holds student admission records.
- Course entry approval for applicants from the Discrete and Equity Admissions Pathways is clearly documented, and accurate records are maintained.
- Institutional and course-level student profiles are maintained in tabular format using information sets (Department of Education, Skills and Employment 2018), which are referenced to quality recommendations (TEQSA 2018 pg.4.). This table holds the following information, with additions permitted if they provide prospective students with admissions decision-making information or they contribute to student sub cohort identification.

Applicant Background	Semester One / Full Year Intake (yyyy)	
	Number of Students	Percentage of Students
a) Higher Education Study	<i>n</i>	%
b) Vocational Education and Training (VET) Study	<i>n</i>	%
c) Work and Life Experience	<i>n</i>	%
d) Recent Secondary Education		
a. Admitted solely on basis of ATAR with no adjustment factors	<i>n</i>	%
b. Admitted where both ATAR and additional criteria were considered	<i>n</i>	%
c. Admitted on the basis of other criteria only and ATAR was not a factor	<i>n</i>	%
e) International Students	<i>n</i>	%
All Students	<i>n</i>	100%

4. Roles, Responsibilities and Accountabilities

Administrative staff, academic staff and the GTB director are responsible for decision-making across various stages of the admissions procedure. Different facets of this procedure may require collaborative decision-making, depending on the admission pathway that the applicant utilises and the quality of the provided evidence.

The Academic Manager holds overall responsibility and accountability for this procedure and for maintaining oversight of student admissions at GTB.

Responsibilities and accountabilities reside with all staff and students who interact with the admissions process at specific interaction points as described in this procedure.

5. Monitoring, Review and Assurance

This procedure 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.

6. Recording and Reporting

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

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

7. Appendix

- Australian Qualifications Framework (2013a). Equivalency of Pre-AQF Qualifications.
<https://www.aqf.edu.au/equivalency-pre-aqf-qualifications>

- Australian Qualifications Framework (2013b). Qualifications Pathway Policy.
<https://www.aqf.edu.au/download/416/aqf-qualifications-pathways-policy/10/aqf-qualifications-pathways-policy/pdf>
- Australian Qualifications Framework (2012). Recognition of Prior Learning: An Explanation.
<https://www.aqf.edu.au/download/425/recognition-prior-learning/19/recognition-prior-learning/pdf>
- Department of Education, Skills and Employment (2018). Improving the transparency of higher education admissions: Phase two common terminology and information sets.
<https://www.dese.gov.au/download/4326/july-2018-update-admissions-transparency-phase-two-common-terminology-and-information-sets/6443/document/pdf/en>
- Queensland Government (2022). Statutory Declaration (Queensland) - Electronic version.
<https://www.publications.qld.gov.au/dataset/85f3f06f-53bf-4cf3-9ad7-bb3f2cb92707/resource/050d79c0-cc65-47ef-8357-a8a12500bfec/download/form-1-version-2-statutory-declaration-form-electronic-version.doc>
- 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>
- Tertiary Education Quality Standards Agency (2018). Advice on Admissions Transparency.
<https://www.teqsa.gov.au/latest-news/publications/advice-admissions-transparency>
- Tertiary Education Quality Standards Agency (2022). Admissions Transparency Checklist.
<https://www.teqsa.gov.au/sites/g/files/net2046/f/admissions-transparency-checklist.pdf?v=1525317724>
- Tertiary Education Quality Standards Agency (2019). Credit and Recognition of Prior Learning Guidance Note. <https://www.teqsa.gov.au/for-providers/resources/guidance-note-credit-and-recognition-prior-learning>
- Tertiary Education Quality Standards Agency (2019). Good Practice Note: Making higher education admissions transparent for prospective students.
<https://www.teqsa.gov.au/sites/default/files/gpn-admissions-transparency-june-2019.pdf?v=1562282945>

8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Admissions Policy	
ID	AP01-PP01-SP13-PR08	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning, Administration Manager	
REVISION HISTORY		
Version	Issue Date	Changes
≤ 2.6	Policy Handbook 2020	Future procedures to be extracted, revised and stored singly for simplified continuous improvement and version control
3.0	24 th June 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policies No. 4B and No. 8A in 2020 Handbook. Refine content as necessary.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	5 th Sept 2022