

# Gestalt Therapy Brisbane - Policies and Procedures Booklet

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## Academic Appeals Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for student academic appeals.

This policy applies to all students, academic staff, and administrative staff at GTB.

### 2. Principles and Key Requirements

GTB is committed to the student learning experience and to providing the full range of options for students who may disagree with a grade they receive for their work. This policy outlines the framework for student appeals against an academic outcome, with an emphasis on a stepped process of appeal.

#### *2.1. Reasons for lodging an academic appeal*

Academic appeals can be lodged for the following academic decisions:

- Assessment mark or grade.
- Academic progression standing and associated intervention.
- Decisions affecting academic standing.

Academic appeals:

- Are initiated as an informal discussion.
- Are conducted in good faith and with good conduct from all parties.
- Are confidential.
- Bear no cost to the student.
- Are reviewed consistently and fairly.
- Are without reprisal.

The preferential stepwise process for academic appeals is:

### *2.2. Informal academic appeal*

Academic appeals begin with an informal discussion where the student seeks clarification from the staff member who made the decision. If the student is dissatisfied with the explanation, they can explain why they believe the decision should be changed. A consensual resolution is sought, and if the issue remains unresolved the process can move to formal appeal.

### *2.3. Formal academic appeal*

If the student is not satisfied with the outcome of the informal appeal, they may choose to lodge a formal written appeal to the Head of Teaching and Learning. Guidelines for this process are:

- Unless there are exceptional circumstances, formal appeals are made only after informal discussion.
- In appeals about assessment marking or grading the following grounds for appeal exist and the student must provide evidence for one or more of these:
  - Failure to follow correct policy or procedure.
  - Assessment task and/or marking rubric provide clearly inadequate information.
  - Marker bias.
- Appeals relating to progression and academic standing may or may not be referenced to an appeal about assessment marking or grading.
- A formal appeal must be filed within ten (10) days of the outcome of an informal appeal.

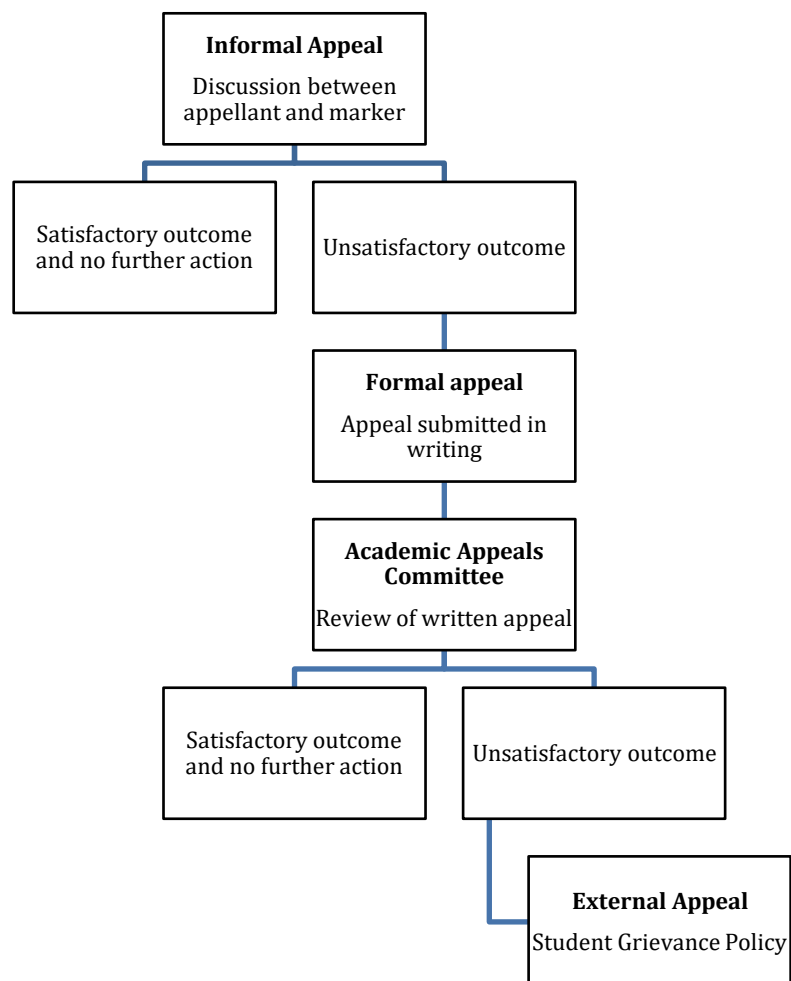
### *2.4. Academic appeal committee review*

Academic appeal committees are established in response to a formal academic appeal and comprise of two academic staff members who are independent to the appeal case. After meeting and considering the appeal, the academic appeals committee will determine whether the appeal is upheld or dismissed. The student will be informed in writing of the outcome within ten (10) working days of the academic appeal committee decision, who will provide a rationale for their decision.

### 2.5. External appeal

A student who disagrees with the decision reached by the academic appeal committee may submit an external appeal as per the Student Grievance Policy.

### 2.6. Academic appeal flowchart



## 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the Academic Manager.

The Head of Teaching and Learning is responsible for managing the formal appeal process.

All academic staff are responsible and accountable to this policy.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 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

All appeals and associated documentation are handled confidentially. All material is kept for a period of five (5) years from the date the appeal is resolved. If any party requires a copy of the appeal, a written request is needed.

#### 6. Related Documents

- Assessment 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 and Standards Agency (2019). Guidance Note: Grievance and Complaint Handling. <https://www.teqsa.gov.au/for-providers/resources/guidance-note-grievance-and-complaint-handling>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Appeals Policy	
ID	AP01-PP01-SP09	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	14 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Academic Freedom Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for ensuring academic freedom across GTB operations.

This policy applies to all academic staff and academic management.

### 2. Principles and Key Requirements

This policy outlines the principles underlying the implementation of academic freedom at GTB.

#### *2.1. Definition of academic freedom*

The applied definition of academic freedom utilises the phrasing of French (2019, pp. 230-231) in the development of a model code for use by Australian higher education providers.

- 1) The freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research.
- 2) The freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research.
- 3) The freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled.
- 4) The freedom of academic staff, without constraint imposed by reason of their employment by GTB, to make lawful public comment on any issue in their personal capacities.
- 5) The freedom of academic staff to participate in professional or representative academic bodies.
- 6) The freedom of students to participate in student societies and associations.
- 7) The autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.



All points, aside from 4, are mirrored in relevant higher education legislation (Australian Government 2022).

### *2.2. Application of academic freedom*

To uphold academic freedom, GTB ensures:

- Staff can express their opinion and disseminate scholarship and/or research through any channel they deem appropriate.
- Staff can freely engage in research and scholarship.
- Students do not face scholarly disadvantage for expressing a reasonable opinion properly substantiated both in and outside their classes and course content.
- Scholarship is not to be hindered or unduly influenced by any entity.
- Students and staff can hold unpopular or controversial views while concomitantly doing their best to ensure that expressing these views does not harass, vilify, humiliate, intimidate, or disparage others.
- External and invited visitors abide by these academic freedom principles.
- Third-party arrangements do not impose any burden on these academic freedom principles.

### *2.3. Conduct when applying academic freedom*

While maintaining a commitment to academic freedom staff, students, and the public should not be unduly harmed because of this. As such, the following limitations are placed on conduct relating to academic freedom:

- All legal requirements regarding defamatory or illegal discrimination must be followed.
- Theories, propositions, or assertions purporting to be based on scholarship or research, but which fall below scholarly standards are unacceptable.
- Guarantees to academic freedom apply, provided these do not result in persecution, vilification, humiliation, or devaluing of other persons or of GTB.
- While this policy serves to facilitate academic freedom, it does not imply endorsement of views held by staff or students.

If academic freedom processes are invoked as a response to potential censure the Academic Manager, Head of Teaching and Learning, or Director will evaluate the practice in question on a case-by-case basis and, if necessary, external mediation may be utilised. Any emergent disciplinary action is subject to established channels of appeal.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds responsibility for this policy.

All academic staff and students are responsible for engaging with academic freedom at GTB.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 6.1.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

- Recording of academic freedom issues are logged within the relevant student or staff file.
- Reporting of academic freedom issues to governance occurs as required.

### 6. Related Documents

- Academic Staff Employment and Management Policy.
- Academic Staff Professional Development Policy.
- Academic Staff Scholarship Policy.
- Orientation Policy.
- Student Experience Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Australian Government (2022). Higher Education Support Amendment (Freedom of Speech) Act 2021. <https://www.legislation.gov.au/Details/C2021A00022>

French, R. (2019). *Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers*. Department of Education and Training (Australia).  
<https://www.dese.gov.au/higher-education-publications/resources/report-independent-review-freedom-speech-australian-higher-education-providers-march-2019>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Appeals Policy	
ID	AP01-PP01-SP10	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	14 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Academic Integrity Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework towards assuring academic integrity.

This policy applies to all stakeholders involved with academic work at GTB and includes the Academic Manager, academic staff, and all students.

### 2. Principles and Key Requirements

GTB is committed to academic integrity and this policy specifies the absolute necessity for this within student and staff work, based in the following four principles:

- All learning develops from prior knowledge.
- Prior knowledge has the moral right to be accurately attributed.
- Ethical and honest behaviour in knowledge use is termed academic integrity, which represents the 'moral code of academia'.
- Unethical and dishonest use of knowledge breaches academic integrity and constitutes academic misconduct, which contravenes the values that are intrinsic to GTB and to the knowledge community to which students belong.

These principles underpin the ethical and moral obligation for students to avoid academic misconduct and for staff to uphold academic integrity.

Academic misconduct at GTB encompasses:

- Plagiarism.
- Collusion.
- Contract cheating.
- Submitting work prepared by another person.
- Falsification of student identity when submitting work.

GTB acknowledge that breaches of academic integrity are not necessarily intentional and adopts a stepped process of prevention, intervention, and correction (Lindsay 2011) towards academic misconduct. To assist in this process, GTB commits to academic integrity education for students and transparent processes that aim to prevent, address, and remediate academic misconduct. Staff are required to correctly acknowledge all knowledge sources in provided educational material, and as per the principles of natural justice all decisions made in cases of academic misconduct are subject to appeal.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds a pivotal role in implementing this policy. Academic staff and students are responsible for implementing and applying this policy respectively.

Students are required to have access to, and familiarise themselves with, the Academic Integrity Policy and Procedure.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 5.2.1, 5.2.2, 5.2.3, 5.2.4, 6.2.1, 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

Incidences and outcomes of academic misconduct are recorded in the relevant student file.

### 6. Related Documents

- Academic Appeals Policy.
- Academic Skills Development Policy.
- Intellectual Property Policy.
- Orientation Policy.
- Student Course Progression Policy.

- Student Experience Policy.
- Student Grievance Policy.
- 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

Lindsay, B. (2011). Student plagiarism in universities: The scope of disciplinary rules and the question of evidentiary standards. *International Journal of Law and Education*, 16(1), 27-45. <http://www.austlii.edu.au/au/journals/IntJLawEdu/2011/3.pdf>

Tertiary Education Quality and Standards Agency (2019). Guidance Note: Academic Integrity. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Integrity Policy	
ID	AP01-PP01-SP11	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	9 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 14 in the 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		

<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Academic Integrity Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes in applying academic integrity and intervening in instances of academic misconduct.

This procedure applies to all stakeholders involved with academic work at GTB and includes the Academic Manager, academic staff, and all students.

### 2. Process and Key Control

Academic integrity is foundational to student knowledge development and to maintaining an ethical and honest knowledge community. GTB implements a variety of processes that aim to develop and maintain student and staff academic integrity, and this procedure discusses these in the following sections:

- 2.1: Defining academic misconduct.
- 2.2: Identifying academic misconduct.
- 2.3: Acting on academic misconduct.
- 2.4: Penalties for academic misconduct.
- 2.5: Student appeals in instances of academic misconduct.

#### *2.1. Defining Academic Misconduct*

Forms of academic misconduct include cheating, collusion, deception, fabrication, incorporation and commission, personating and plagiarism. The most common of these at GTB is plagiarism, which is intellectual theft without attribution and includes:

- Copying another's work without accurate referencing.
- Another's work is paraphrased and presented without reference.



- Phrases and passages are used verbatim without quotation marks and/or without reference to the author.
- Another students' work is copied or partly copied.
- Purchasing work with the intention of submitting as one's own work.
- Fabricating citations and quotations.
- A student relies fully on the work of another student in the formulation of group work or written work.
- Artificial intelligence tools are used to manipulate phrasing to appear as original work.
- Lecture notes are reproduced without due acknowledgement.

GTB educates students on academic integrity generally and plagiarism specifically within the student handbook, orientation, and most explicitly within the student resources section of the learning management system. Similarly, academic staff are required to understand and identify academic integrity issues within educational material and the full range of submitted work.

### *2.2. Identifying academic misconduct*

Due to the small size of GTB as an educational institution and, combined with the limited publication pool of Gestalt Therapy as a discipline, the recognition of academic misconduct primarily occurs through oversight of submitted work and identification of unintentional or intentional lack of attribution. Thus, academic staff play a pivotal role in capturing academic misconduct presenting as plagiarism.

Students may unintentionally commit academic misconduct. If failure to acknowledge an author is not deliberate, then the only offence committed is failing to reference correctly. If a student is unable to provide a satisfactory explanation of correspondence between their work and identified sources it is assumed academic misconduct is intentional unless proven otherwise.

### *2.3. Acting on academic misconduct*

Academic misconduct processes at GTB exhibit fairness and provide students with:

- Safe and confidential process.
- Opportunity to respond to misconduct allegations.

- Treatment with no bias.
- Mechanisms of appeal.

If an academic staff member suspects academic misconduct, they must produce evidence to support their allegation and present this to the year coordinator or the Head of Teaching and Learning, who will review the allegation, seek advice as needed, and conduct an interview with the student.

In the student interview the year coordinator or Head of Teaching and Learning identifies passages that are alleged to be plagiarised and cites their source. They then decide whether the plagiarism was intentional or unintentional and record any statements made by the student that indicate either of these. From this point the allegation of academic misconduct is dismissed or upheld; in instances of the latter the ensuing process occurs.

#### *2.4. Penalties for academic misconduct*

Factors requiring consideration when determining penalties for academic misconduct include:

- The type of academic misconduct under review.
- The extent of the academic misconduct present within the assessment task.
- The discernible intention behind the academic misconduct.
- The degree of student awareness of academic misconduct and its consequences.
- The explanation provided by the student for the academic misconduct.
- The degree of remorse shown by the student for the academic misconduct.
- The importance of the compromised work and subsequent penalty to student progression.
- The ability to achieve an objective decision based on consideration of evidence.

The following table describes academic misconduct penalties - listed according to temporal instance, prior academic integrity knowledge of the student, intention behind the offence, and degree of misconduct. This table is primarily used as a guide to interventions and does not represent the only available penalty. This is because academic misconduct is consistently assessed on a case-by-case basis, is differentiated between intentional and non-intentional, and has penalties applied that are proportionate to the student history and to the magnitude of any misconduct.

First Instance Minor misconduct	<ul style="list-style-type: none"> <li>○ Academic misconduct is identified.</li> <li>○ The Year Coordinator meets with the student to review academic integrity.</li> <li>○ The student can revise and resubmit.</li> <li>○ The maximum awarded marks shall be 64% (credit) for the assessment.</li> </ul>
Second Instance Minor/moderate misconduct	<ul style="list-style-type: none"> <li>○ Academic misconduct is identified.</li> <li>○ The Year Coordinator meets with the student to review academic integrity.</li> <li>○ The student can revise and resubmit.</li> <li>○ The maximum awarded marks shall be 50% (pass) for the assessment.</li> </ul>
Third Instance Moderate misconduct	<ul style="list-style-type: none"> <li>○ Academic misconduct is identified.</li> <li>○ The Year Coordinator meets with the student to review academic integrity.</li> <li>○ No revision and resubmission are allowed.</li> <li>○ The student is awarded zero (0) marks for the assessment.</li> </ul>
Fourth Instance Moderate/major misconduct	<ul style="list-style-type: none"> <li>○ Academic misconduct is identified and referred to the Academic Manager.</li> <li>○ No revision and resubmission are allowed.</li> <li>○ The student is awarded zero (0) marks for the assessment.</li> <li>○ The student will be given a probationary period.</li> </ul>
Fifth Instance Major misconduct	<ul style="list-style-type: none"> <li>○ Academic misconduct is identified and referred to the Academic Manager.</li> <li>○ No revision and resubmission are allowed.</li> <li>○ The student is awarded zero (0) marks for the assessment.</li> <li>○ The student will be excluded from further study.</li> </ul>

### *2.5. Student appeals in instances of academic misconduct*

A student charged with academic misconduct can respond to allegations within their meeting with the year coordinator or Head of Teaching and Learning. If the allegation of academic misconduct is upheld the student may make a written appeal within twenty (20) working days of the decision being made via the appeal mechanisms within the Student Grievance Procedure. This appeal must include information regarding the decision being appealed and the grounds for appeal, which must include one or more of the following:

- New information has arisen that was not available at the time of decision.
- Evidence showing the decision procedure was flawed.
- Evidence that the penalty imposed does not correspond to the allegations.

GTB will respond to the appeal as per the mechanisms described within the Student Grievance Procedure.

### 3. Key Requirements

- Education of students and staff in academic integrity and academic misconduct.
- Consistent availability of academic integrity resources for students and staff.
- Ongoing integration of academic misconduct detection methods within GTB processes.

### 4. Roles, Responsibilities and Accountabilities

The Academic Manager holds a pivotal role in implementing this policy. Academic staff and students are responsible for implementing and applying this policy respectively.

Students and staff are required to have access to, and familiarise themselves with, the Academic Integrity Policy and the Academic Integrity Procedure.

Students are responsible for:

- Reviewing the available material discussing academic integrity.
- Familiarising themselves with the applied academic referencing requirements.
- Avoiding academic misconduct.
- Upholding academic integrity.
- Understanding how to correctly attribute sources.
- Submitting work that is their own.
- Not lending original work to others.
- Discouraging others from plagiarising.

Academic staff are responsible for:

- Educating students about APA referencing conventions used at GTB for their written and oral work and directing students to examples of what is acceptable.
- Explaining academic integrity expectations.
- Cultivating a climate of respect for original work.

GTB is responsible for:

- Educating staff and students to recognise and avoid academic misconduct.
- Establishing mechanisms to ensure a student can defend misconduct allegations.
- Maintaining accurate records of academic misconduct.

## 5. Monitoring, Review and Assurance

This policy meets the requirements of section 5.2.1, 5.2.2, 5.2.3, 5.2.4, 6.2.1, 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

Cases of academic misconduct are recorded within the student file and contain the following details:

- Assessment and subject.
- Date of the academic misconduct.
- Details of the academic misconduct.
- Outcome of the investigation into the academic misconduct.

Instances of academic misconduct are reported to the Academic Governance Body as required within regular reporting cycles. Any recommendations that may be made in response to this reporting will be implemented by GTB within thirty (30) working days.

## 7. Appendix

Lindsay, B. (2011). Student plagiarism in universities: The scope of disciplinary rules and the question of evidentiary standards. *International Journal of Law and Education*, 16(1), 27-45. <http://www.austlii.edu.au/au/journals/IntJLawEdu/2011/3.pdf>

Tertiary Education Quality and Standards Agency (2019). Guidance Note: Academic Integrity. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Integrity Procedure	
ID	AP01-PP01-SP11-PR06	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	9 <sup>th</sup> August 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No. 14 in 2020 Handbook. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Academic Skills Development Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for delivering academic skills development to students.

This policy applies to all academic staff and students.

### 2. Principles and Key Requirements

GTB commits to supporting students to develop the personal and intellectual knowledge and skill needed to succeed in their studies. Academic skills are defined as having the ability to interpret and critically engage with academic material including researching, reading, writing, analysis, and synthesis of scholarly literature. These attributes are not inherent for people, and because of this they need to be taught, with successful learning in this area reliant on suitably knowledgeable staff available to students who aspire to learn and understand. This policy outlines the framework for the delivery of this skill development to students at GTB.

#### *2.1. Overarching academic skills development principles*

At GTB, academic skills support is based in the following principles:

- Academic skill requirements are transparent to prospective and enrolled students.
- GTB strives to admit students to courses who have the appropriate level of academic skill or who display the desire to learn this skill.
- Some students may struggle with academic skill demands and these individuals are actively identified and supported to reach the necessary level to successfully complete their courses.
- Competent staff are recruited to deliver academic skills teaching and support.
- Opportunities for academic skill development are provided through a range of resources.
- Teaching of academic skills occurs continuously throughout the duration of qualifications.
- Student progression in relation to academic skills is monitored.

## *2.2. Identifying students requiring academic skills development*

There are several ways students are identified as needing academic skill development, with both prior and real-time assessment of these skills influencing the decision to approach students to recommend academic skills learning. Evaluation of need is based in:

- Assessment of prior knowledge from information gathered during the enrolment process.
- Students self-identify as requiring academic skills development.
- Educators monitoring student progression identify academic skills concerns.
- Submitted assessments expose underdeveloped academic skills.
- Literature review draft submissions reveal specific skills gaps that can be remedied.
- The student level of academic skill has a limiting effect upon grade point average.

The latter two points refer to instances where performance may be adequate, but it is evident that with academic skill development the student outcomes may be improved.

## *2.3. Delivering academic skills development*

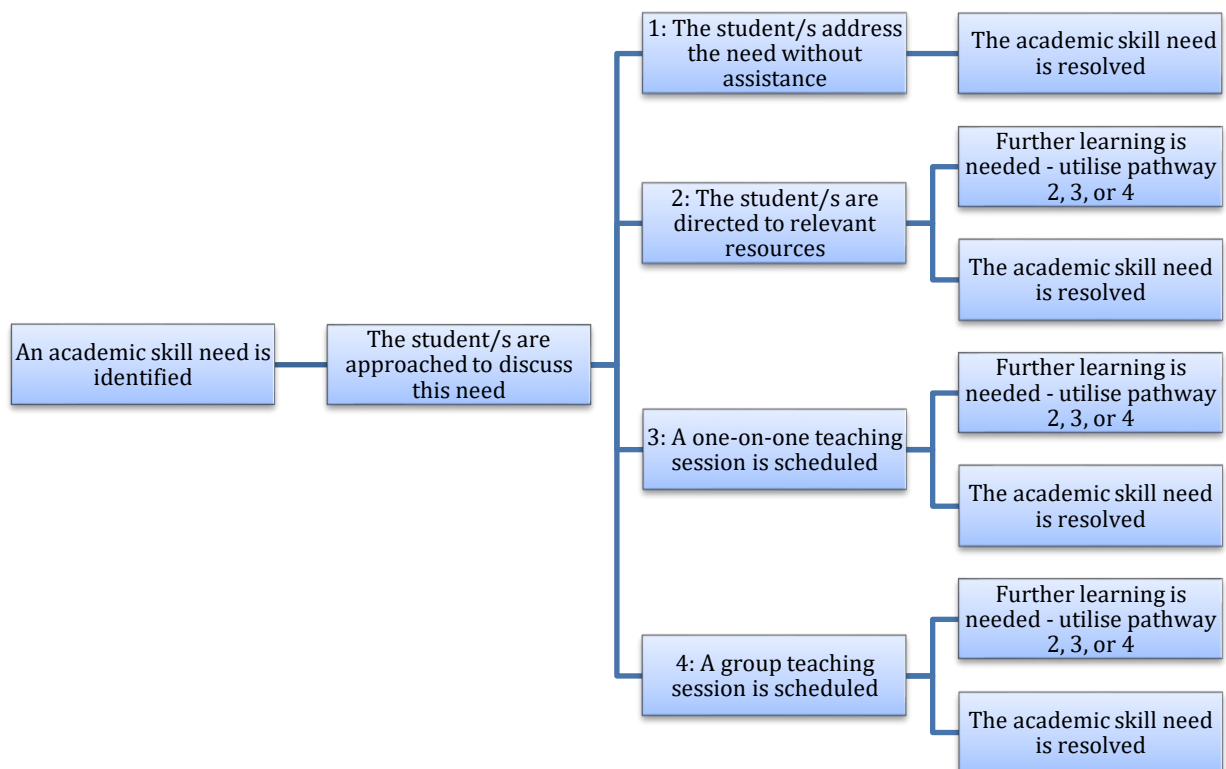
The delivery of academic skills development is based in the principles of student equity combined with acknowledgement that some students require more assistance than others. In this context the distribution of resources has flexibility to be directed to areas of higher need.

- All students are eligible to access academic skills development.
- The learning management system holds significant academic skills development resources.
- Referencing skill education is continuously available through a linked tutorial website.
- Academic skills teaching can be delivered in a virtual, blended, or face-to-face format.
- Academic skills teaching via virtual media can be synchronous or asynchronous.
- Quotas may be allocated to academic skills teaching sessions, and where this occurs those students identified as having the highest need are prioritised.
- GTB academic staff are qualified at AQF +1 or equivalent and hold academic skills that can be utilised to assist students.
- Externally contracted experts deliver academic skill training, which can be generic or tailored to specific students, cohorts, or sub-cohorts.



#### 2.4. Process for identifying and delivering academic skills development

The following flowchart shows the fundamental principles underpinning the delivery of academic skills development at GTB.



### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds responsibility for this policy.

All students are responsible for engaging with academic skills development at GTB.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.3.2, 1.3.4, 1.3.6, 2.2.1, 2.2.3, 3.2.1, 3.3.4, and 5.2.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 5. Recording and Reporting

- Student usage of academic skill development resources is recorded by the Head of Teaching and Learning in a dedicated and secure location.
- Student usage of academic skill development resources is reported to the Academic Governance Body annually.
- Student Services and Amenities Fee allocation to academic skill development is monitored, recorded, and reported to the Academic Governance Body annually.

## 6. Related Documents

- Academic Freedom Policy.
- Academic Integrity Policy.
- Assessment Policy.
- Copyright Policy.
- Course Lifecycle Management Policy.
- English Language Requisites and Support Policy.
- Equity and Diversity Policy.
- Graduate Attributes Policy.
- Orientation Policy.
- Student Experience Policy.
- Teaching and Learning Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Hitch, D., Goldingay, S., Hosken, N., Lamaro, G., Macfarlane, S., Nihill, C., ... & Farrugia, D. (2012). Academic skills and beyond: A resource-based approach to support student success in higher education. *Journal of Academic Language and Learning*, 6(2), A29-A41.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Skills Development Policy	
ID	AP01-PP01-SP12	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	25 <sup>th</sup> August 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Academic Staff Employment and Management Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the employment and management of academic staff.

This policy applies to all stakeholders involved with academic staff at GTB and includes the Academic Manager, the Head of Teaching and Learning, the Director, and all academic staff.

### **2. Principles and Key Requirements**

The quality of the education provided by GTB depends on the contribution of academic staff, meaning there is a priority is to attract, retain, and develop personnel that deliver a high standard of learning to students. The development of a suitable workforce is vital to the success of GTB, and the principles that frame the employment and management of these staff within this policy are:

- GTB abides by the Fair Work Act 2009 and the Fair Work Ombudsman and applies the Higher Education Academic Staff Award 2020 as the base guideline for academic staff employment and workplace standards.
- GTB is committed to an equitable, transparent, and consistent approach to the selection, recruitment, and development of academic staff.
- GTB employs academic staff who are qualified at an AQF+1 level, or who have verified equivalency.
- GTB takes all reasonable steps to provide an equitable, healthy, and safe workplace free from discrimination and harassment.
- GTB implements appropriate adjustments that meet staff needs where able.
- GTB recognises and requires commitment to academic freedom.
- GTB commits to academic staff development as a process where staff reflect on, plan, and advance their careers alongside extending and deepening their work capability.
- Academic staff are required to engage in scholarship as an element of their role at GTB.

- Academic staff are subject to supervision and performance assessment.
- Academic staff grievance and appeals procedures are established.
- GTB workforce sizing is evaluated annually and determined in response to enrolment numbers.

Academic staff professional development, scholarship, and academic freedom are excluded from this policy. Review the Academic Staff Professional Development Policy, Academic Staff Scholarship Policy, and the Academic Freedom Policy for detail on these areas.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for academic staff employment matters and works collaboratively with the Director and the Head of Teaching and Learning in this area.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, and 5.4.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

All employment documentation is recorded against the staff member file. Reporting is context-specific and occurs through to the Director when required.

### 6. Related Documents

- Academic Freedom Policy.
- Academic Staff Professional Development Policy.
- Academic Staff Scholarship Policy.
- Equity and Diversity Policy.
- Health and Safety Policy.

- Information Systems Operations and Security Policy.
- Intellectual Property Policy.
- Student Experience 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

Australian Government (2022). Fair Work Act 2009.

<https://www.legislation.gov.au/Details/C2021C00421>

Fair Work Ombudsman (2022). Higher Education Industry-Academic Staff-Award 2020.

<https://awardviewer.fwo.gov.au/award/show/MA000006>

Tertiary Education Quality and Standards Agency (2019). Guidance Note: Academic Leadership.

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Tertiary Education Quality and Standards Agency (2019) Guidance Note: Workforce Planning.

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Tertiary Education Quality and Standards Agency (2017). Guidance Note: Staffing, Learning Resources and Educational Support. [https://www.teqsa.gov.au/latest-](https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support)

[news/publications/guidance-note-staffing-learning-resources-and-educational-support](https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support)

## 9. Version Control

DOCUMENT INFORMATION	
<b>Document Attributes</b>	Academic Staff Employment and Management Policy
<b>ID</b>	AP01-PP01-SP18
<b>Owner</b>	Academic Manager
<b>Contributor</b>	Director, Head of Teaching and Learning
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	28 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No's 12A and 12B in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Academic Staff Employment and Management Procedure**

### **1. Purpose and Scope**

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes that are applied in the employment and management of academic staff.

This procedure applies to all stakeholders involved with academic staff at GTB and includes the Academic Manager, the Head of Teaching and Learning, the Director, and all academic staff.

### **2. Process and Key Control**

This procedure details the broad range of elements associated with academic staff employment, with the following topics covered:

Section 2.1: Organisational structure

Section 2.2: Employment modes

Section 2.3: Core academic staff requirements

Section 2.4: Recruitment and selection

Section 2.5: Mentoring program

Section 2.6: Assessing professional equivalency

Section 2.7: Staff induction

Section 2.8: Staff supervision and performance

Section 2.9: Working from home guidelines

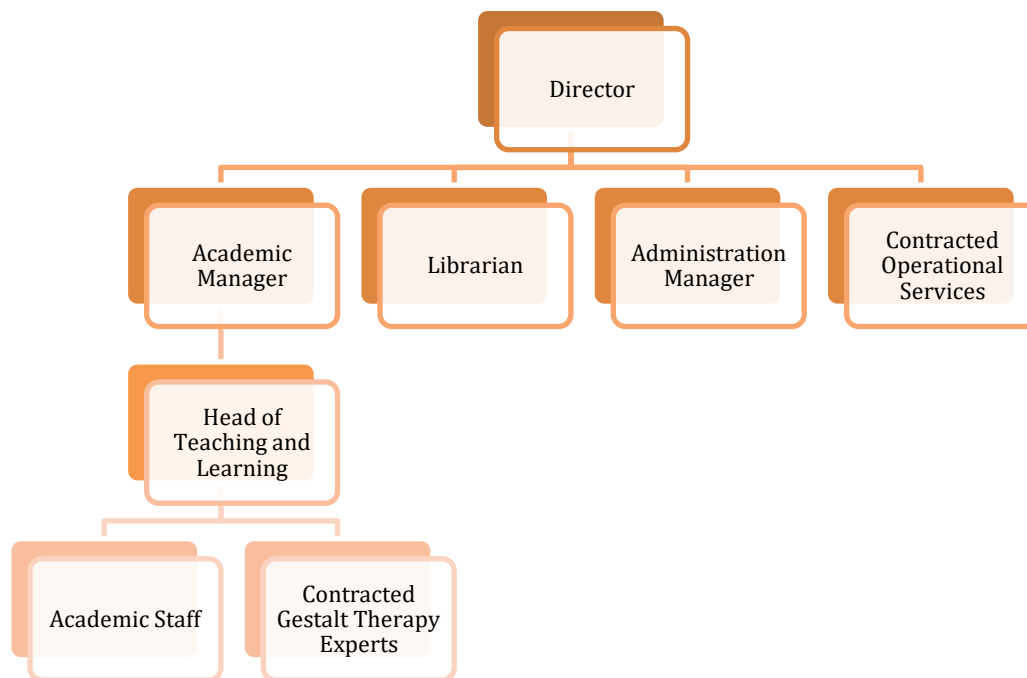
Section 2.10: Staff development

Section 2.11: Staff grievance and appeal mechanisms

#### *2.1. GTB organisational structure*

GTB is a small non-university higher education provider with an organisational structure that is depicted as:





GTB academic staff are, as a rule, contracted in their employment and work part-time in their roles. The remaining non-academic roles vary from full-time to part-time to casual to contract. Staff positions at GTB consist of a variety of employment modes.

## *2.2. Staff employment modes*

Staff are employed under one of the following modes of engagement.

- Full-time employment: Staff perform their duties full-time.
- Part-time employment: Staff work a proportion of a full-time position with pro-rata salary.
- Fixed-term employment: Staff work for a fixed time period on a full or part-time basis.
- Casual employment: Staff work as and when required for a distinct time period.  
Employment terminates upon cessation of the work.
- Flexible work arrangements: Staff work flexible hours, which are mutually determined.
- Multiple employment mode: Staff may work in other GTB roles, with each position treated as separate employment.
- Contractors: Individuals are employed to deliver a specified service for a distinct time period.

Academic staff employment aligns to the Higher Education Academic Staff Award 2020, which is a base guideline for employment terms and conditions, minimum workplace standards, and pay negotiation. As GTB is a small business, the hours of work and rate of pay are negotiated with each academic staff member and are set according to qualification and professional expertise.

### *2.3. Core academic staff requirements*

GTB academic staff are required to:

- Maintain membership of the relevant professional body.
- Maintain a private practice incorporating Gestalt methodology.
- Commit time to professional development and the development of Gestalt Therapy skill.
- Maintain and extend scholarship in Gestalt Therapy and teaching and learning.
- Engage with and develop the Gestalt professional community.

Job descriptions for GTB academic staff reflect general Australian higher education lecturer (level B) tasks as described within the Minimum Standards for Academic Levels in the relevant Award (Fair Work Ombudsman 2022).

### *2.4. Staff recruitment*

GTB aims to employ the best staff for academic and professional roles. The role under recruitment may be permanent, casual, or contracted, as per strategic needs. All advertised and appointed positions are cognisant of conflict of interest, privacy, equal opportunity, non-discriminatory, diversity, and inclusiveness requirements.

The GTB recruitment process entails:

- A common set of questions are developed that are appropriate to the role.
- All candidates are treated equally.
- All candidate information is securely stored.
- All recruitment records are subject to Freedom of Information requests.
- Candidates may be eligible based on professional equivalence (see section 2.6 below).
- Selection of academic staff is based on merit.

### *2.5. Mentoring program*

Prospective academic staff without recent Gestalt Therapy educational experience undertake a two-year mentoring program to introduce the curriculum and to provide support and guidance in understanding and integrating Gestalt Therapy learning. At a minimum this program includes observation of lectures, group facilitation, and supervision. Evaluation of mentored individual's skill and aptitude is undertaken throughout and at the completion of the two-year program.

No participant in the mentoring program is assured of an academic staff position, and at any time an individual may be asked to cease his or her involvement in the program. Reasons for termination will be provided, and if the individual is not satisfied with reasons given or processes used, they are entitled to appeal as per section 2.11 below.

### *2.6. Assessing professional equivalence*

Australian higher education delivery requires the academic staff member teaching into a course be qualified at least one AQF level higher than the qualification level that course confers, which is known as AQF+1. This is achievable across the majority of taught disciplines, but for smaller organisations delivering education in niche fields, meeting this obligation presents challenges. To ease the burden of this AQF+1 regulatory guideline, equivalency criteria are utilised to assess and employ suitably experienced teaching staff who may not meet the qualification criteria.

While equivalence often refers to purely professional experience, for GTB it also encompasses leadership, management, higher-order thinking, teaching, scholarship, continuing education, professional development, professional contributions, professional recognition, scholarship, peer-reviewed publications, awards, and testimonials. When contemplating an applicant for a position allowing professional equivalency, the following is considered:

- Candidate equivalency meets the level of knowledge and skill of the delivered qualification.
- Equivalency is assessed by a suitably qualified discipline expert.
- Supervision is available for those employed under equivalency criteria.

The equivalency criteria applied at GTB are:

Qualification delivered by GTB	AQF+1 employment criteria	Applied equivalency criteria when AQF+1 is absent. These must be evidenced and assessed by a discipline expert
AQF Level 8 Graduate Certificate	AQF Level 9 Masters	<ul style="list-style-type: none"> <li>○ Discipline relevant AQF level 8 qualification; <b>and</b></li> <li>○ Current professional registration; <b>and</b></li> <li>○ Active professional development; <b>and</b></li> <li>○ At least two (2) years' experience in Gestalt Therapy education; <b>and</b></li> <li>○ Evidence of scholarly activity; <b>and</b></li> <li>○ At least five (5) years professional experience; <b>or</b></li> <li>○ Enrolment in a discipline relevant ≥ AQF level 9 qualification and professional experience totalling three (3) years.</li> </ul>
AQF Level 9 Masters	AQF Level 10 Doctorate	<ul style="list-style-type: none"> <li>○ Discipline relevant AQF level 9 qualification; <b>and</b></li> <li>○ Current professional registration; <b>and</b></li> <li>○ Active professional development; <b>and</b></li> <li>○ At least three (3) years' experience in Gestalt Therapy education; <b>and</b></li> <li>○ Evidence of scholarly activity; <b>and</b></li> <li>○ At least seven (7) years professional experience; <b>or</b></li> <li>○ Enrolment in a discipline relevant AQF level 10 qualification and professional experience totalling five (5) years</li> </ul>

Academic staff applicants may negotiate meeting these equivalency criteria as a condition of their employment, subsequent to professional development being allocated for this purpose. Staff employed under these conditions are supervised in their work.

### *2.7. Staff Induction*

When employed, all academic staff are familiarised with the following:

- GTB mission and values.
- Institutional structure, strategy, ethics, culture and required conduct.
- Employment conditions and probationary period.
- Role, responsibilities, and reporting lines.
- Professional development and career progression.
- Policies and procedures.
- Workplace health and safety
- IT hardware, software, and access.
- Payroll.

The level of induction in each of these areas depends upon the staff members' position and the frequency and regularity of their employability.

### *2.8. Staff supervision and performance*

Academic staff have an employment probation period of six months, with a formal meeting scheduled at this time to determine whether ongoing employment is approved. Supervision of the staff member continues to this period. From this initial six-month review point, ongoing performance is reviewed on an annual basis, or sooner if required. Performance scenarios include:

- The staff member performs well and there are no identified issues.
- Emergent concerns are identified and discussed in a confidential manner.
- Staff are given the opportunity to respond to any discussed concerns.
- A staff member may be requested to take a certain course of action.
- A staff member may require further supervision to ensure known concerns are addressed.
- When concerns remain unresolved, the staff member may be suspended pending resolution.
- When the issue is of a serious or criminal nature, referral to the police will occur.
- Issues raised, actions taken, and outcomes implemented are recorded in the staff file.

Disciplinary action will be taken against any staff member who breaches their responsibilities. Action will be appropriate to the breach and may include:

- An official warning and note on the staff personnel file.
- Requirement to make a formal apology.
- Request to seek counselling.
- Conditions on employment.
- Termination of contract.
- Referral of matters to professional associations and/or the police where required.

### *2.9. Working from home*

Due to the blended nature of educational delivery and part-time employment at GTB, there is the necessity for most academic staff to work from their home. Conditions of this include:

- The staff member exhibits self-discipline and self-motivation.
- The staff member can plan and meet deadlines independently.
- The staff member has effective communication skills.
- The work site at home is health and safety compliant.
- Responsibility for the reasonable care of health and safety must occur.
- The agreed hours must be worked.
- The agreed outcomes must be achieved.

### *2.10. Staff Development*

Staff development plays a significant role in attracting, developing, and retaining excellent staff, and GTB is committed to supporting professional development that enhances staff education and organisational effectiveness.

GTB academic staff are employed on a contracted basis with a limited number of hours of work available, with staff members often also operating private Gestalt Therapy practice. It is expected academic staff also receive professional development at other employment or take responsibility for a degree of their own development within their role as private practitioner.

- GTB actively acknowledges that its most important resources are its academic staff and the knowledge, skills, and values they bring to their work.
- Staff development is a process through which academic staff continue to learn and expand their capability to be effective in their work.
- Professional development opportunities create a positive and stimulating environment in which academic staff can achieve success and satisfaction in their work and benefit the academic excellence of GTB.
- Each academic staff member is encouraged to take responsibility and to seek opportunities for their professional development.
- Staff will engage in discussion with GTB to identify their professional development needs so they may be supported to meet these needs.
- GTB ensures that staff meetings discuss the professional development needs of academic staff by designating time for this purpose.
- GTB provides professional development opportunities each year for staff within the visiting academic staff program.

- Academic staff will keep a record of their educational activities for inclusion in professional development reporting processes.

GTB invests in academic staff development to:

- Encourage and support staff to reflect on their practice, maintain currency in their field, develop their work capabilities, and improve their careers.
- Support staff to improve their qualifications.
- Encourage staff to maintain currency in academic practices and continuously improve their effectiveness as teachers.
- Encourage staff to engage with, and obtain currency in, Gestalt Therapy research.
- Facilitate staff to keep abreast of developments in the theory of Gestalt Therapy and the education of Gestalt Therapists.
- Maintain and develop the quality of work at GTB.
- Enable staff to contribute effectively to the objectives and the mission of GTB.

These activities can include:

- Involvement in formal and informal discussion groups and workshops.
- On-the-job education and learning such as the mentoring program.
- Study in accredited programs and courses, including the Master of Gestalt Therapy.
- Staff meetings where academic issues are discussed.
- Attendance at conferences.
- Attendance at workshops and educational programs offered by Gestalt Institutes.
- Attendance at workshops conducted by GTB visiting academic staff.

#### *2.11. Staff grievances and appeals*

The grievance procedure has two pathways that represent escalating stages of the grievance and increasing involvement of higher management and external participation. These are the informal and formal grievance pathways as described below and visualised in the accompanying flowchart. Each stage is free of cost to the complainant.

#### *2.11.1. Informal Grievance Process*

While informal resolution is the preferred process for all grievances at GTB, a staff member may wish to bypass this Informal Grievance Process and move to the Formal Grievance Process.

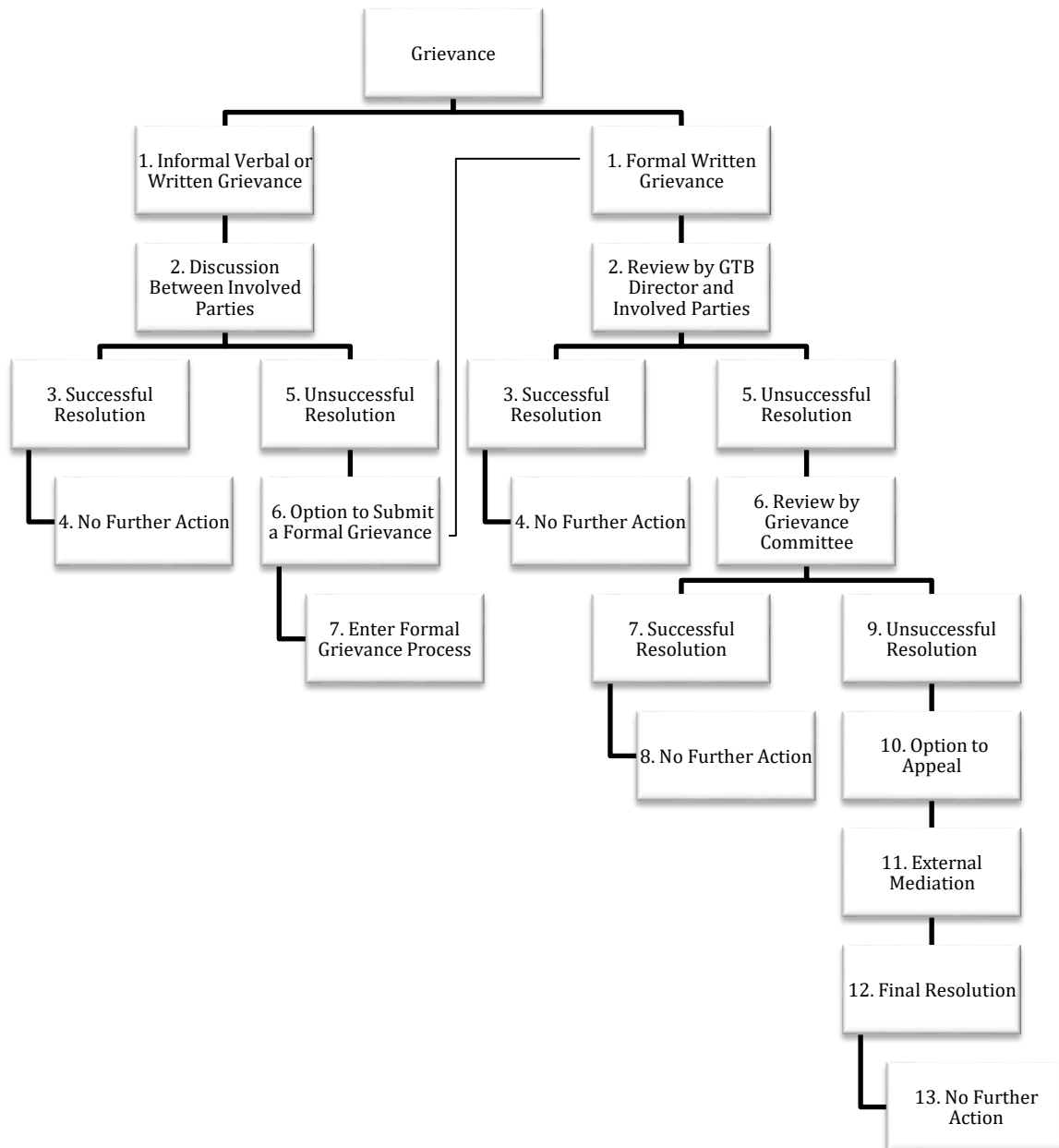
1. If a staff member has a concern about any aspect of their employment, they are encouraged to talk directly with the person involved to resolve the issue.
2. The involved individual is to listen to the concerns of the staff member and respond using the tools of conflict resolution to resolve the grievance. It may be useful to draw on further resources to do this, including inviting additional people to meet informally with the staff member. All parties are entitled to have a support person accompany them. From the conducted meeting/s a resolution to the grievance is proposed.
3. If the suggested resolution is accepted, then the grievance is closed.
4. No further action is required, and the staff file is updated to reflect this.
5. If the resolution is rejected, it then remains unresolved.
6. The staff member has the option to submit a formal grievance.
7. The staff member may enter the formal grievance process.

#### *2.11.2. Formal Grievance Process*

1. The staff member communicates their grievance in writing stating that he or she has entered the formal grievance process and clearly describes their grievance.
2. The parties involved in the grievance meet with the Director to work towards a resolution, which will be communicated within ten (10) working days. All parties are entitled to have a support person accompany them.
3. If the suggested resolution is accepted, then the grievance is closed.
4. No further action is required, and the staff file is updated to reflect this.
5. If the resolution is rejected, it then remains unresolved.
6. The formal written grievance is carried forward to a Grievance Committee, consisting of members with no involvement in the complaint and at least one external representative. This committee will work towards a resolution, which will be communicated within ten (10) working days. All parties are entitled to have a support person accompany them.
7. If the suggested resolution is accepted, then the grievance is closed.
8. No further action is required, and the staff file is updated to reflect this.
9. If the resolution is rejected by the staff member, it then remains unresolved.



10. At this point the staff member has the option to appeal.
11. The complainant contacts external mediation, who progress the grievance to their timeline.
12. A final resolution is determined.
13. No further action is required, and the staff file is updated to reflect this.



GTB will initiate any required changes that emerge because of external mediation within ninety (90) days.

### 3. Key Requirements

- Clear and comprehensive position descriptions.
- Respectful work culture.
- A high level of communication.
- Commitment to the purpose of GTB.

### 4. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for academic staff employment matters and works collaboratively with the Director and the Head of Teaching and Learning in this area.

### 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, and 5.4.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 6. Recording and Reporting

All employment documentation is recorded against the staff member file. Reporting is context-specific and occurs through to the Director when required.

### 7. Appendix

Australian Government (2022). Fair Work Act 2009.

<https://www.legislation.gov.au/Details/C2021C00421>

Fair Work Ombudsman (2022). Higher Education Industry-Academic Staff-Award 2020.

<https://awardviewer.fwo.gov.au/award/show/MA000006>

Tertiary Education Quality and Standards Agency (2019). Guidance Note: Academic Leadership.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-leadership>

Tertiary Education Quality and Standards Agency (2019) Guidance Note: Workforce Planning.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-workforce-planning>

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Staffing, Learning

Resources and Educational Support. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Staff Employment and Management Procedure	
ID	AP01-PP01-SP18-PR13	
Owner	Academic Manager	
Contributor	Director, Head of Teaching and Learning	
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	28 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No’s 12A and 12B in 2020 Handbook. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Academic Staff Professional Development Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for academic staff professional development.

This policy applies to all academic staff at GTB.

### **2. Principles and Key Requirements**

GTB recognises that academic staff professional development is an essential component of institutional quality assurance, and as such is committed to enabling and supporting academic staff to engage with ongoing professional development. This policy provides the framework and guidelines for academic staff and their engagement with professional development.

Professional development is described as involvement with educational opportunities to develop work skill, scholarship, teaching, and professional knowledge through learning experiences derived from peers, professionals, scholars, and teachers inside and outside of GTB. The aim of professional development is for staff to develop in ways that are professionally and personally beneficial.

The fundamental principles underlying professional development of academic staff at GTB are:

- Enhancement of professional knowledge.
- Expansion in staff scholarship.
- Improvement of teaching and learning practice.
- Greater individual and team effectiveness.
- Positive effect on staff and student retention.
- Engagement with the principles of continuous improvement.
- Ongoing academic quality assurance.
- Career satisfaction.

Academic staff professional development is undertaken based on agreed needs, which entails a good faith discussion between staff and management to establish what type of development suits all parties. When determining professional development activities, the following are considered:

- Broadening professional knowledge, skills, and capabilities.
- Contribution to teaching and learning and institutional needs.
- Alignment of professional development with strategic planning.

GTB may contribute towards academic staff professional development costs, including:

- Professional development course fees.
- Conference or workshop fees.
- Travel and accommodation costs.
- Selected expenses that are assessed on a case-by-case basis.

Exclusions from support for professional development costs are:

- Association membership fees.
- Professional indemnity insurance.

When agreement on professional development needs is met, the academic staff member undertakes and completes the learning and then reports this within the staff professional development register.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the Academic Manager. The Head of Teaching and Learning plays a key role in the management of academic staff professional development.

Staff responsibilities related to staff professional development include:

- Awareness of professional development requirements.
- Responsibility for engagement in professional growth.

- Willingness to undertake professional development.
- Discussing professional development opportunities.
- Actively applying new knowledge and skill in the workplace.

Managerial responsibilities related to staff professional development include the provision of:

- Assistance to staff regarding professional development opportunities.
- Planning for professional development leave as required.
- Evaluation of professional development training.
- Academic staff performance reviews to identify professional development needs.

Institutional responsibilities related to staff professional development include the provision of:

- Professional development leave as appropriate.
- Internal professional development opportunities.
- Advice and support regarding professional development.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.2.3, and 5.3.6. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

Academic staff professional development is recorded in the professional development register.

Internal reporting of professional development is incumbent on staff members and occurs annually.

Reporting of academic staff professional development outcomes occurs to the Academic Governance Body annually.

## 6. Related Documents

- Academic Staff Employment and Management Policy.
- Academic Staff Scholarship 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

Crimmins, G., Oprescu, F., & Nash, G. (2017). Three pathways to support the professional and career development of casual academics. *International journal for academic development*, 22(2), 144-156.

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Hitch, D., Mahoney, P., & Macfarlane, S. (2018). Professional development for sessional staff in higher education: A review of current evidence. *Higher education research & development*, 37(2), 285-300.

Tertiary Education Quality and Standards Agency (2022). Guidance Note: Scholarship.  
<https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Staff Professional Development Policy	
ID	AP01-PP01-SP20	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	14 <sup>th</sup> September 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 12A in the 2020 Handbook. Refine content. Procedure collapsed into policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025



## Academic Staff Scholarship Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for academic staff scholarship.

This policy applies to all academic staff and academic management.

### 2. Principles and Key Requirements

This policy outlines the principles of academic staff scholarship at GTB and describes the model of scholarly activity that integrates with the vision of an educational institution offering leading teaching-intensive higher education. These united principles and model represent the fusion of intellectual and educational aims that coalesce in a focus on the GTB teaching and learning ecosystem and the delivered Gestalt Therapy qualifications. Accordingly, the approach to scholarship primarily, but not exclusively, tends towards analysis of discipline-specific teaching and learning to improve the study experience, enrich curriculum, and disseminate knowledge to GTB students, peers, and stakeholders. It is from this basis that the scholarship model, staff scholarship expectations, and scholarship guidelines are framed.

#### *2.1. The scholarship model applied at GTB*

As a higher education provider GTB is expected to integrate scholarship throughout educational activity, meaning academic staff must participate in ongoing intellectual development as part of their employment obligations. There are various ways to approach scholarship as an academic pursuit, and GTB applies the Scholarship of Teaching and Learning model (Trigwell, 2021) to achieve this, which is framed as:

- Staff scholarship is facilitated through Boyer's Model of Scholarship (1990), which recognises a broadened set of scholarly undertakings over and above traditional higher education research pursuits.

- Academic staff integrate scholarly activity with workplace action, thereby furthering understanding within their professional field and progressing GTB's teaching and learning environment.
- Academic staff are supported in their scholarly endeavours and in their recording of scholarship output.
- Academic inquiry is of benefit to the context from which it emerges, while also serving as a resource that advances society.

The Scholarship of Teaching and Learning model integrates scholarship with social needs by inquiring after issues of relevance to the professions, communities, and teaching and learning ecosystem (Glassick 2002, Land 2021). This grounds scholarship activity in the traditional higher education mission of the application of knowledge to social service by:

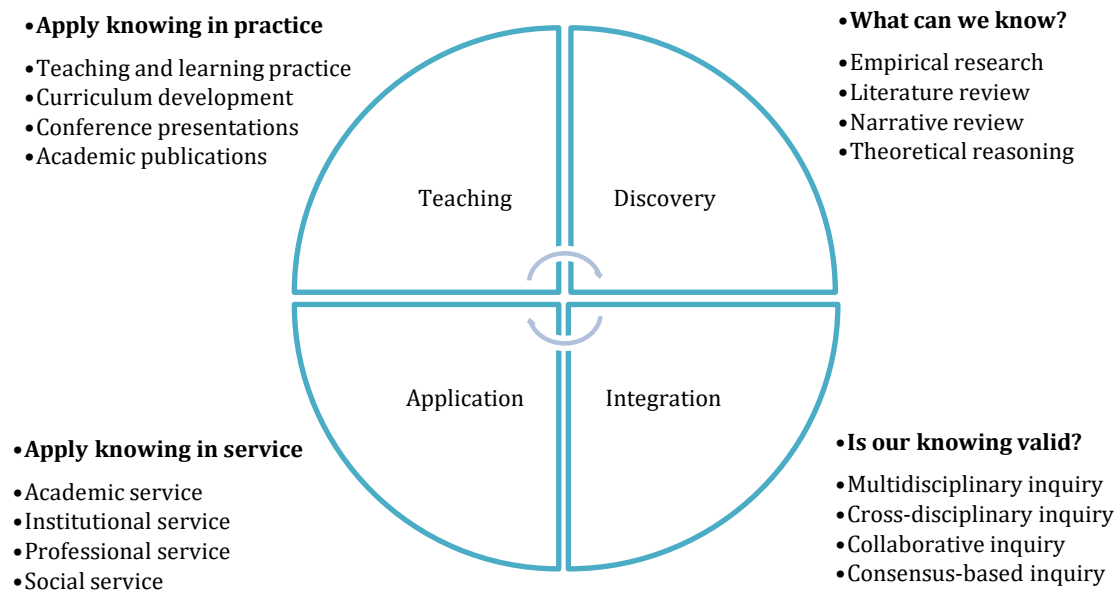
- Ensuring academic staff maintain scholarly currency through engagement with practice knowledge and discipline-specific inquiry.
- Requiring academic staff to contribute to advancing discipline knowledge and professional practice by producing and distributing scholarly work in their field.
- Involving academic staff in the dissemination of scholarly knowledge throughout the teaching and learning ecosystem.

## *2.2. Boyer's Model of Scholarship*

Boyer's Model of Scholarship has existed for over thirty years and has led to the development of the extensive field of Scholarship of Teaching and Learning. Boyer's Model is structured around four domains:

- 1) Discovery – the traditional higher education approach to the application of established research methods for creating new knowledge.
- 2) Integration – recognising knowledge as discipline-independent and better extended outside traditional higher education research and discipline silos.
- 3) Application – utilising extended scholarly knowledge in practical problem-solving, service within the institution, and social engagement activities.
- 4) Teaching – applying extended scholarship to improve student knowledge and to deepen teaching and learning practice.

These four domains underpin Boyer's approach to higher education intellectual activity. They interrelate, operate cyclically, and allow scholarship to correlate to a variety of investigation and distribution methods. This model enables discipline-specific inquiry with high internal validity in the discovery and integration phases (which is pivotal to the mission of GTB) and the dissemination of externally valid knowledge within the application and teaching phases (which directly improves GTB teaching and learning practice). These four domains are pictured as:



By applying Boyer's Model, academic staff can pursue intellectual activity while engaging with daily teaching and learning work. This facilitates scholarly development that benefits students, staff, the institution, and wider society by orienting inquiry towards real-world situations and professional, discipline, and community needs. This provides the environment for supported, managed, and critically informed scholarship that creates externally valid outputs that inform the continuous improvement of the teaching and learning ecosystem.

### *2.3. Applying Boyer's Model of Scholarship at GTB*

Staff scholarship is undertaken within the following framework:

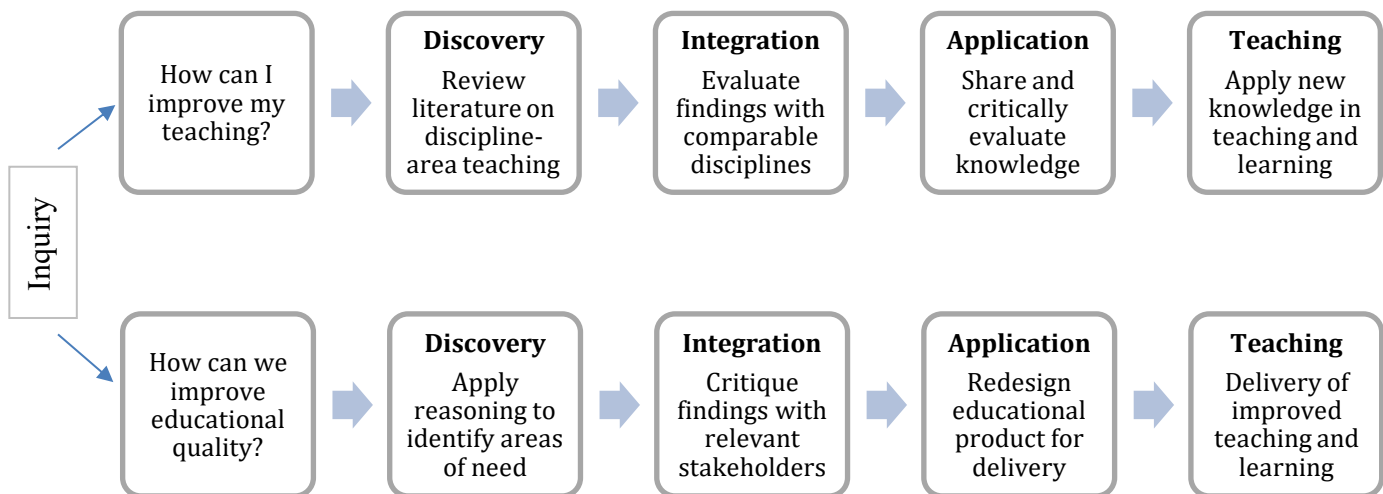
- A topic of inquiry that will contribute to original knowledge is determined.

- The chosen form of inquiry applies rigorous methodology and method/s.
- The scholarship project is cognisant of, and strives for, internal and external validity.
- The aims of the scholarship are meaningful to society and to the subject/s of the inquiry.
- Scholarship outcomes are disseminated within service and learning contexts.

The following exemplifies the application of Boyer's Model of Scholarship to the four domains.



This framework can be visualised within the following examples of the application of Boyer's Model to two common types of inquiry that can emerge from GTB teaching and learning work.



The application of this framework leads to each scholarly undertaking being formulated, critiqued, and disseminated in a structured manner. Fundamentally, this approach to scholarship meets institutional and compliance needs through the following:

- Academic staff develop scholarship capacity.
- Students receive up-to-date knowledge-informed learning.
- Outcomes are created that function as scholarship performance indicators.

- Capture measures are in place to record scholarship outputs.
- Teaching and learning improves due to practically focused inquiry-based scholarship.

GTB aims to create a scholarly culture that embeds academic staff understanding of the need for scholarship along with the requirements that are required to be met to achieve this. Tools to assist in the development and maintenance of this culture include:

- Scholarship communities.
- Scholarship peer-review.
- Scholarship portfolio development.
- Scholarship as an integral aspect of career development.
- Support for developing a scholarly identity.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds responsibility for this policy.

All academic staff are responsible for engaging with scholarship at GTB.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.2.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

- Recording of scholarship outputs occurs within relevant forms aligned to this policy.
- Outputs are logged within the relevant staff file.
- Reporting of scholarship outputs to the Academic Governance Body occurs quarterly.

## 6. Related Documents

- Academic Freedom Policy.
- Academic Staff Employment and Management Policy.
- Academic Staff Professional Development Policy.
- Student Experience 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

- Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching.
- Glassick, G. (2002) The Four Scholarships. *HERDSA News* 24(1). 1, 3-4.
- Land, R. (2021). Discipline-based teaching. In L. Hunt., D. Chalmers. (eds.) *University Teaching in Focus: A learning-centered approach* (pp. 81-109). Routledge.
- Tertiary Education Quality and Standards Agency (2022). Guidance Note: Scholarship.  
<https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>
- Trigwell, K. (2021). Scholarship of teaching and learning. In L. Hunt., D. Chalmers. (eds.) *University Teaching in Focus: A learning-centered approach* (pp. 286-303). Routledge.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Academic Staff Scholarship Policy	
ID	AP01-PP01-SP19	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes

1.0	25 <sup>th</sup> August 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## 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. Exclusionary Conditions of Admission*

All applicants to the admissions process are subject to the following exclusionary 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		
Document Attributes	Admissions Policy	
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.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	5 <sup>th</sup> Sept 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## 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.

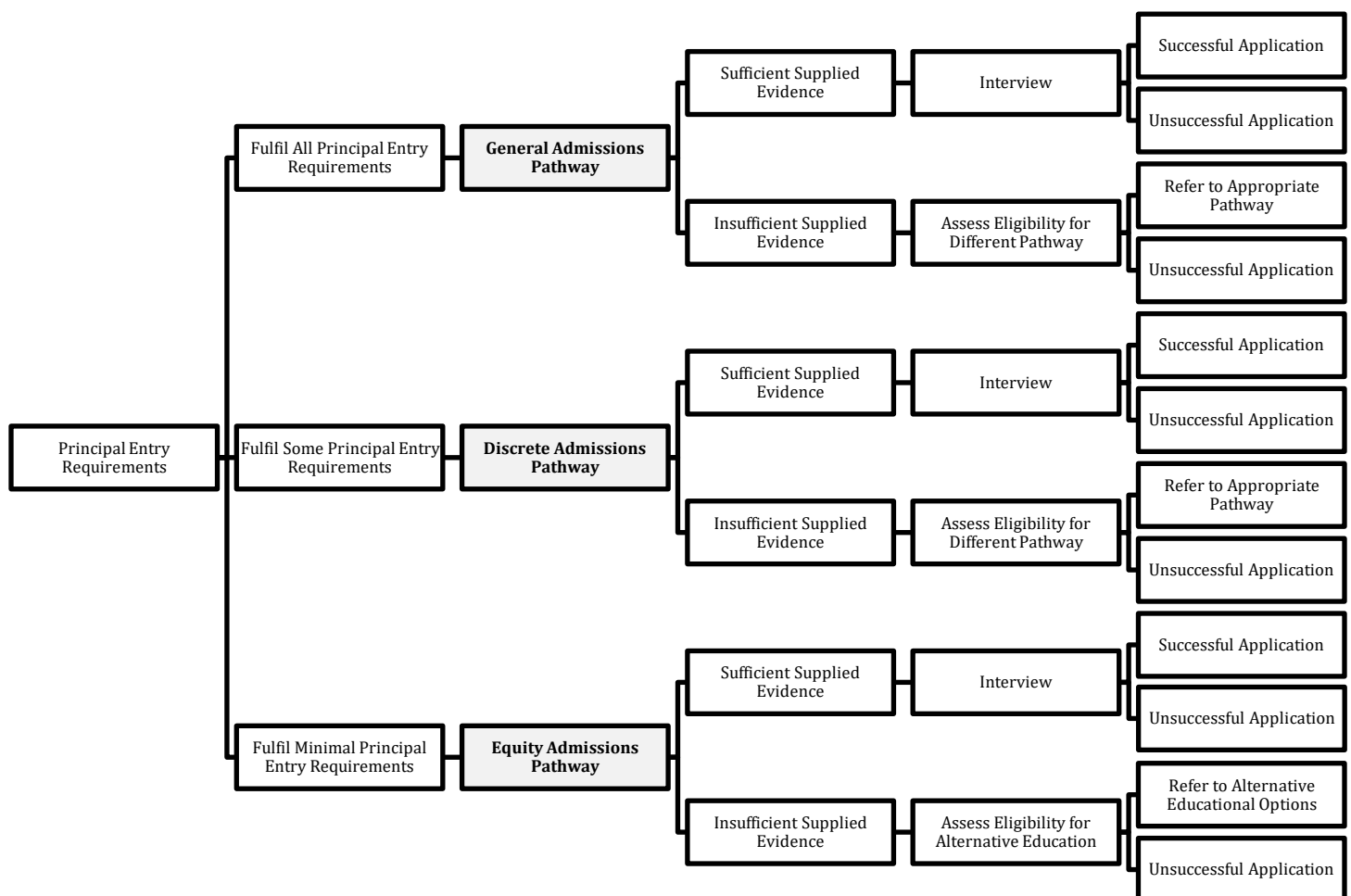
The following flowchart pictorially represents the general procedures associated with each of the three pathways that derive from the Principal Entry Requirements. Procedural information for these pathways is provided in sections 2.1, 2.2, and 2.3.

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.

<b>Credit Points per Academic Year for All Subjects</b>	<b>Total Course Credit Points for All Subjects</b>	<b>Recommended Maximum Course Credit Percentage</b>	<b>Recommended Maximum Course Credit Points</b>	<b>Recommended Maximum Course Time Credit</b>
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>	%
<b>All Students</b>	<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>

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<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 Procedure	
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 <sup>th</sup> 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.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	5 <sup>th</sup> Sept 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025



## Assessment Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the assessment of student learning.

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

### 2. Principles and Key Requirements

Assessment at GTB aims to ascertain student level of knowledge, skill, and application within the stepped learning process relative to subject and course learning outcomes that contribute to graduate attributes. This represents a framework that guides the use of assessment as the fundamental tool in certification of achievement and evidencing of accountability for the institution, accrediting bodies, regulatory authorities, employers, and the community.

The applied assessment principles at GTB are:

- The development, delivery, and grading of assessment is based in quality and relevance.
- Assessments reflect discipline-specific cultures and practices.
- Assessments are valid, authentic, purposeful, and able to evaluate and create learning.
- Assessments are fair and equitable.
- Assessment tasks indicate progress towards learning outcomes.
- Assessments are criterion-referenced.
- Assessments can be classified as hurdles where competency requirements must be met.
- Assessments have clear directions and specifications.
- Resources are available that support understanding of inherent assessment requirements.
- Formative assessments evaluate the grasp of subject content and identify learning needs.
- Formative assessments delivered prior to census assist progression decision-making.
- Summative assessments evaluate whole-of-subject knowledge.

- Assessments are accompanied by valid, reliable, and accessible grading rubrics.
- Assessment grading rubrics are mapped against subject learning outcomes.
- Assessment grading relies on professional judgment relative to AQF level requirements.
- Grade banding is applied to discern levels of achievement in assessment.
- Assessment feedback is timely and contributes to student learning.
- Mechanisms are in place to enable students to postpone assessment for valid reason.
- Appeals to grades are facilitated.
- Assessments are moderated to assess appropriateness and enhance validity.
- A Grade Point Average is generated to facilitate student movement between institutions.

Detail on the application of these principles reside within the Assessment Procedure and other relevant documentation.

### 3. Roles, Responsibilities and Accountabilities

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

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

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.3.2, 1.3.3, 1.3.4, 1.4.3, 1.4.4, 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 assessment results are uploaded to the learning management system. From here results are retrieved and recorded within the student management system.

Reporting of student assessment outcomes occurs from the Academic Manager to the Academic Governance Body where these outcomes are relevant to student progression and retention data.

## 6. Related Documents

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Skills Development Policy
- Admissions Policy
- Award Issuance and Replacement Policy
- Course Lifecycle Management Policy
- Equity and Diversity Policy
- Graduate Attributes Policy
- Graduation Policy
- Moderation Policy
- Student Course Progression Policy
- Student Fee Management Policy
- Student Records Management Policy
- 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

Swarat, S., Oliver, P. H., Tran, L., Childers, J. G., Tiwari, B., & Babcock, J. L. (2017). How disciplinary differences shape student learning outcome assessment: A case study. *AERA Open*, 3(1) <https://journals.sagepub.com/doi/full/10.1177/2332858417690112>

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Course Design (including Learning Outcomes and Assessment). <https://www.teqsa.gov.au/latest->

[news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment](#)

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Assessment Policy	
ID	AP01-PP01-SP01	
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	29 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 6 in 2020 Handbook. Rename as Assessment Policy. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Assessment Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) procedures surrounding the assessment of student learning.

This procedure applies to all stakeholders involved with student assessment and includes all staff and students.

### 2. Process and Key Control

This procedure contains information related to assessment design and student engagement with assessment tasks. There are two distinct sets of information: sections 2.1 to 2.6 review assessment guidelines, creation, delivery and grading and sections 2.7 to 2.10 provide a flowchart and mechanisms for management of student engagement with assessments. This latter section includes discussion of extension, deferral, and special consideration.

#### *2.1. High-Level Assessment Guidelines*

Assessment at GTB reflects Blooms Revised Taxonomy (Anderson & Krathwohl 2001) and aligns to the knowledge, skill, and application of levels 8 and 9 described by the Australian Qualifications Framework (2022). These guidelines are indicative of student intellectual development over their learning at GTB and they guide assessment design and grading.

#### *2.2. General Assessment Guidelines*

All GTB assessments:

- Evaluate student learning.
- Aim to promote student engagement.
- Are appropriate for diverse student populations
- Can be reasonably adjusted for special needs.

Each assessment task is delivered with the following information:

- Assessment type.
- Weighting.
- Due date.
- Learning outcomes addressed.
- Clear description of task.
- Allocation of grades within a task if containing multiple assessment points.
- Grading criteria.

### *2.3. Types of Assessment at GTB*

Assessment design at GTB references the following design classifications. Weighting of each assessment type is determined in line with subject learning outcomes.

<b>Assessment Type</b>	<b>Definition</b>
Quiz or Online Forum	Short in length and tends to focus on one aspect of the subject. Can be taken in class or via the LMS under strict settings. Can include a short answer or multiple-choice questionnaire format.
Written Assessment	Usually based on extended writing and generally inclusive of critical inquiry and/or reflection. Can include essay, literature review, case study, annotated bibliography, research paper, journaling, note taking, diary, workbook, written reflection, and other formats.
Peer Discussion	Usually associated with group work where a discussion is used to co-develop solutions to problems or to develop knowledge. Moderation is the duty of academic staff and assessment points include participation, debate, analysis, evaluation, and other selected components.
Presentation	Usually associated with an individual or group presentation via a variety of communication media. Can include oral and/or visual presentation, speeches, games, posters, pamphlets, graphic design, websites, blogs, artistic performance, and other appropriate formats.
Problem-Based Assessment	Usually based on developing a solution to a defined problem. Can include hypothetical cases, real-world scenarios, and other appropriate formats.
Practice-Based Assessment	Usually developed to assess applied knowledge and skill. Can include supervised practical assessment, group facilitation, observational reports, presentations, written analyses, portfolios, holistic assessment of synthesised learning, or other appropriate formats.
Competency Framework	Tightly aligned to practice-based assessment and usually contains a set of attributes and behaviour that are observed to assess practical competency. Can reflect professional association requirements integrated with expert opinion of desirable attributes.
Student-Negotiated Assessment	Usually applied in instances of special need through individual student negotiation. Approval must be sought from the Academic Manager and the chosen assessment method must be one of the existing types and the applied format must address the special need in question.
Attendance	Usually stipulates requirements for attendance to assure student receive course content that forms compulsory discipline-specific learning.

Academic staff apply professional judgment when developing assessments and are responsible for determining hurdles, which are applied sparingly in subjects where minimum competency standards and 'fitness to practice' are outcomes. Where these are applied, students are informed of the nature and consequence of the hurdle and at-risk students are provided with the necessary support to undertake the hurdle assessment.

#### *2.4. Academic Grade Banding Classifications*

The following grade bands guide the grading of assessments at GTB.

<b>Academic Subject Grading Band Classifications</b>					
<b>Not yet satisfactory (N)</b>	<b>Pass Completed (PC)</b>	<b>Pass (P)</b>	<b>Credit (C)</b>	<b>Distinction (D)</b>	<b>High Distinction (HD)</b>
<50%	0%	50% - 64%	65% - 74%	75% - 84%	85% - 100%
GPA = 3	GPA = N/A	GPA = 4	GPA = 5	GPA = 6	GPA = 7
Unsatisfactory performance quality or standard of learning achievement	Practical assessment where completion is required. Excluded from GPA calculation	Satisfactory performance quality or standard of learning achievement	Good quality performance or standard of learning achievement	High quality performance or standard of learning achievement	Very high-quality performance or standard of learning achievement

If a subject delivers three assessments, then achieved percentages are multiplied and divided by three to gain an overall grade and GPA for that subject. Acronyms and a glossary to explain these are applied to academic transcripts, with an overall student GPA deriving from a specific calculation – see section 2.6.

#### *2.5. Assessment Grading and Feedback Timeline*

Assessment grading and feedback should be timely, as students require this for their knowledge development and GTB has time-sensitive real-time reporting to complete.

- Assessment grades are returned to students within fifteen (15) working days – three weeks - of assessment due date. These are accompanied by a grading rubric and feedback on performance.
- The year coordinator is responsible for ensuring required assessment turnaround timelines are successfully achieved.
- Grades are finalised at the end of each semester, prior to the required reporting period.

## 2.6. Deriving a Grade Point Average

The Grade Point Average (GPA) is a widely applied indication of academic performance that is displayed on higher education academic transcripts. This is a numerical calculation based on credit points and the mean of received grades, with results rounded to one (1) decimal place:

$$\text{Sum of (Grade Point x Credit Points)} \div \text{Sum of (Credit Points)} = \text{GPA (rounded)}$$

For example, a student gains 5 x High Distinction, 9 x Distinction, 1 x Credit and 2 x Pass grades over a 17-subject course, with each applicable subject valued at either 8, 7, or 5 credit points. As shown, the EG subjects are assessed as PC and therefore do not apply any GPA.

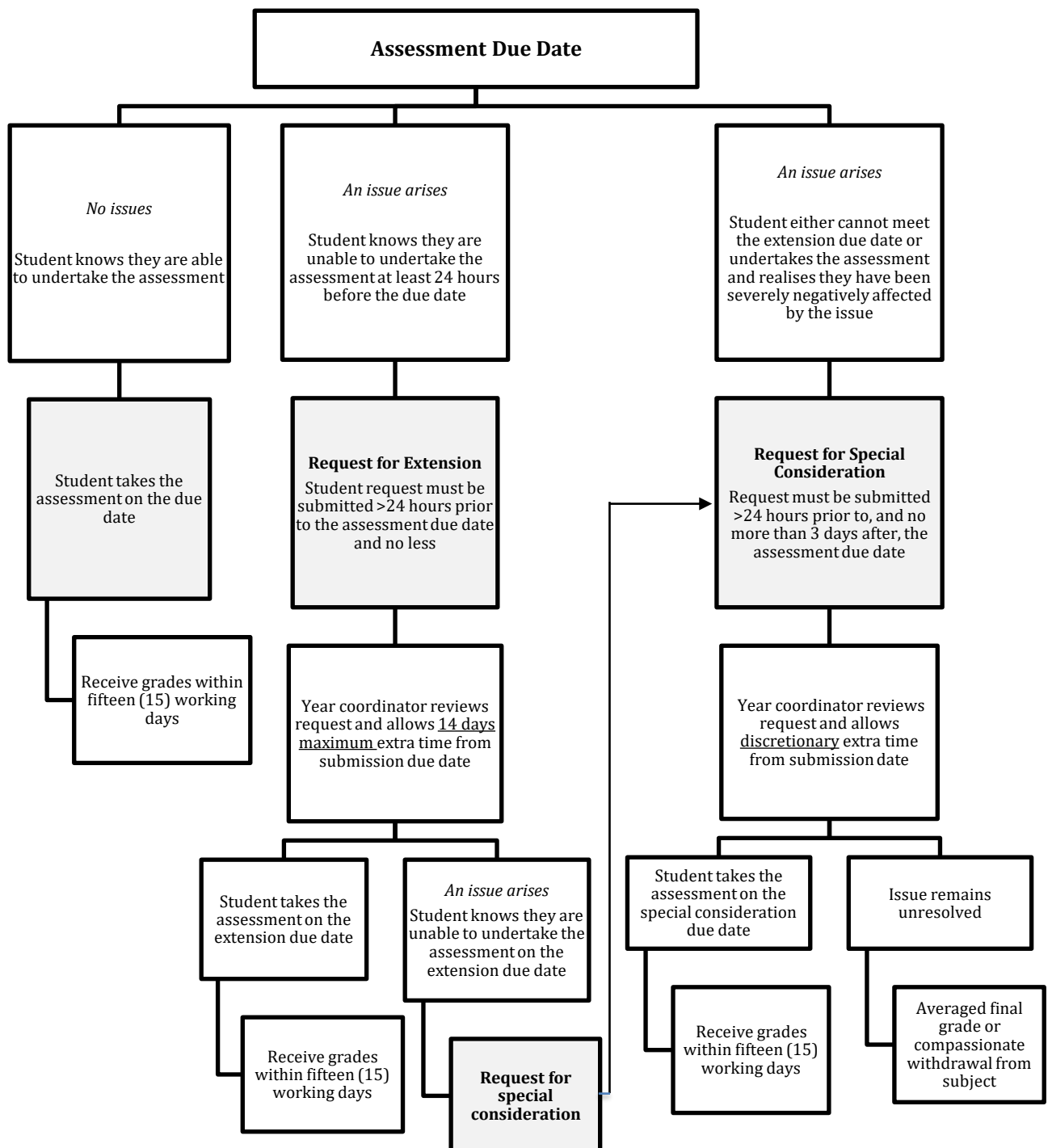
Subject	Grade (GPA)	Credit Points	Grade Points x Credit Points
TG100	77% (D) (6)	7	42
PG100	82% (D) (6)	7	42
TG101	88% (HD) (7)	8	56
PG101	70% (C) (5)	8	40
EG100	N/A	4	0
EG101	N/A	4	0
TG200	76% (D) (6)	8	48
PG200	80% (D) (6)	8	48
TG201	90% (HD) (7)	8	56
PG201	60% (P) (4)	8	32
EG200	N/A	4	0
EG201	N/A	4	0
TG300	79% (D) (6)	8	48
PG300	81% (D) (6)	8	48
TG301	90% (HD) (7)	8	56
PG301	62% (P) (4)	8	32
EG300	N/A	4	0
EG301	N/A	4	0
TG400	79% (D) (6)	8	48
PG400	83% (D) (6)	8	48
TG401	88% (HD) (7)	8	56
PG401	78% (D) (6)	8	48
SP400	93% (HD) (7)	5	35
EG400	N/A	4	0
EG401	N/A	4	0
<b>Total</b>		<b>131</b>	<b>783</b>

<i>Sum of (Grade Point x Credit Points) divided by Sum of (Credit Points) = GPA (rounded)</i>
783 ÷ 131 = 5.98 (6.0)



## 2.7. Processes Available to Students to Postpone Assessment

Students may be granted extension or special consideration regarding assessment due dates as per the following guidelines and upon receipt of appropriate evidence.



### *2.7.1. Extension Conditions*

Students who ascertain they cannot complete an assessment item by the due date contact their year coordinator and request an extension no less than 24 hours prior to the assessment due date. Acceptable reasons for extension include illness, accident, temporary disability, major sporting or cultural commitment, jury duty, defense force duty, or compassionate circumstances. Unacceptable reasons include holiday arrangements (including international travel), minor sporting or cultural commitment, misreading of assessment requirements, public transportation issues, and submission for extension presented on or after assessment date.

A two-week (14 day) extension will be given upon review of required evidence, which is:

- A sound reason for the inability to undertake or complete the assessment by the due date. If personal reasons are given, these must be discussed with the year coordinator and a decision agreed based in a sound rationale. Extensions granted to students based on poor rationale create inequity across the student body and are not recommended.
- The extension request must be accompanied by documentary evidence such as bereavement notice, employer letter, statutory declaration, accident report, professional letter, or suitable alternative. A health certificate from a consultation with a registered practitioner describing the student as 'not fit for duty' on the assessment date is accepted. Documentation must contain the name, date, and contact details of the person providing evidence.
- Poor time management or insufficient assessment preparation are not adequate reasons for extension.

The year coordinator is responsible for the management of extension requests. A formal acknowledgement by email or Moodle message will be given to students as soon as possible after receipt and approval or denial of the two-week extension request. The year coordinator will then update Moodle to extend the due date within the student submission portal.

If, during the time between extension request approval and revised assessment due date an issue arises for the student and additional time is required, they are directed to utilise the special consideration pathways for managing their engagement with the assessment.

There is no academic penalty associated with an extension request. However, if the revised date is not met and there is no communication to alter the extension request, then academic penalties will be applied.

### *2.7.2. Special Consideration Conditions*

There are two main entry pathways that are utilised for special consideration. The first is described in section 2.7.1 above and the second is when a student has already completed an assessment and they determine that their performance was seriously affected, or they were seriously disadvantaged. Submission for special consideration is to be made within three (3) working days after the assessment due date and be accompanied by the following evidence:

- Health certificate from a consultation with a registered practitioner no longer than three (3) working days after the date of assessment and describing the students' health condition.
- Suitable documentary evidence such as bereavement notice, employer letter, statutory declaration, accident report, professional letter, or suitable alternative. These must contain the name, date, and contact details of the person providing evidence.
- Special consideration approvals are not provided purely based on informal discussion.

The year coordinator, in consultation with senior management as needed, is responsible for the management of special consideration requests. A formal acknowledgement by email or Moodle message will be given to students as soon as possible after receipt and approval or refusal of the special consideration request. The year coordinator will then update Moodle to extend the due date within the submission portal and will utilise an original, alternative or replacement assessment task.

In instances where the student is unable to undertake the assessment task the year coordinator, in consultation with senior management as needed, may recommend either a final grade based on performance across the course or withdrawal without failure on compassionate grounds (administrative classification WWF – see section 2.9 below).

- Only one Special Consideration request will be granted for each assessment item.
- There is no academic penalty associated with a Special Consideration request. However, if the revised date is not met then academic penalties will be applied.

### *2.7.3. Academic Penalty Conditions*

Students suffer an academic penalty if they submit an assessment item after the due date in Moodle without requesting an extension or special consideration request. These conditions also apply to those students submitting after a revised submission due date that is approved by their year coordinator. These students will be downgraded on their assignment work by one grade. That is a High Distinction will be awarded a Distinction, 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 will fall under the at-risk or unsatisfactory category and their progression will be reviewed. Refer to the Student Progression Policy for further information. Refer to the Student Fee Management Policy to identify financial penalties associated with academic penalties and submission outside the required timeframe.

### *2.8. Student Appeals Against Assessment Grades*

Students have the right to appeal against a grade they regard as inappropriate. This appeal must be made within five (5) working days of receiving the grade and must be actioned through the Academic Appeals Policy.

### *2.9. Administrative Classifications Related to Assessment and Progression*

There are various scenarios related to student assessment and progression that fall under the purview of the GTB Administration Manager. These student performance and advancement scenarios have dedicated classifications applied to them that are relevant to academic standing within the course. These correspond to the Student Progression Policy in terms of progression and the Student Fee Management Policy in terms of financial penalties that may be associated with distinct administrative classifications.

These classifications are used internally within GTB to monitor assessment status and are also selectively applied, as appropriate, within the Department of Education student reporting system (TCSI). The acronyms that are allocated to these classifications are as follows:

Administrative Classifications						
Result Incomplete (I)	Fail – No Submission (FNS)	Enrolment Deferred (D)	Withdrawn Without Failure (WWF)	Withdrawn With Failure (WF)	Administratively Withdrawn (AW)	Enrolment Terminated (T)
Extension of time for assessment submission approved and in action	No assessment submitted	Voluntarily withdrawn with no academic penalty and retaining the option to re-enrol at exit point	Cancelled enrolment in subject at any time due to special or compassionate circumstances	Cancelled enrolment in subject post census date without special or compassionate circumstances	Withdrawn pending final administrative decision. Also applied if student is absent without reason at census	Enrolment terminated due to a stated reason

### 2.10. *Assessment Resubmission*

All assessments are made available for resubmission in instances where a student does not pass. These assessments differ from the original and relate to identical course learning outcomes. The year coordinator determines opportunity for resubmission, with only one attempt allowed. This must occur within five (5) days of the receipt of a not yet satisfactory grade, with the subsequent grade to be no more than the minimum required for a pass in that assessment.

## 3. Key Requirements

The learning management system due date for any change of assessment submission must be updated after approval of the student request.

All assessments must be submitted, and the grades made available to the Administration Manager in time for external reporting deadlines.

## 4. Roles, Responsibilities and Accountabilities

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

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

## 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 1.3.2, 1.3.3, 1.3.4, 1.4.3, 1.4.4, 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 assessment results are uploaded to the learning management system. From here results are retrieved and recorded within the student management system, which are then transferred to the external departmental recording system in line with the required timeline.

## 7. Appendix

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Australian Qualifications Framework (2022). AQF levels.

<https://www.aqf.edu.au/framework/aqf-levels#toc-aqf-level-8-criteria-2>

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Course Design (including Learning Outcomes and Assessment). <https://www.teqsa.gov.au/latest-news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment>

Vanderbilt University Centre for Teaching (2022). Blooms Taxonomy.

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Assessment Procedure	
ID	AP01-PP01-SP01-PR01	
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	6 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policies No. 6 and No. 17 in 2020 Handbook, thereby integrating special consideration into this document. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Attendance Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for student attendance.

This policy applies to all students at GTB.

### 2. Principles and Key Requirements

GTB is committed to the educational experience and, as part of this commitment, provides on-site and virtual facilities to students so they can achieve their learning aims. A fundamental part of this student learning is face-to-face education that provides skills and knowledge based in academic and professional standards. Therefore, essential elements of student learning lie in face-to-face teaching. Because of this GTB specifies a minimum level of student attendance, as described within the following framework.

#### *4.1. General Attendance requirements*

- 80% attendance at study weekends required in the Graduate Certificate program.
- 90% attendance at study weekends required in the Masters program.

#### *4.2. Specific Attendance Requirements*

- Mandatory 100% attendance at weekend one across all years.
- Mandatory 100% attendance at weekend two of year four.
- Mandatory 100% attendance at weekend six of year one.
- Mandatory 100% attendance at each day of the GTB Residential (see 2.3 below).

GTB year coordinators can apply discretionary decision-making for non-attendance requests, based on the evidence provided.



## *5. Non-attendance where there are Specific Attendance Requirements*

There must always be a sound reason for non-attendance, with acceptable reasons described below.

### *5.1. Acceptable reasons for non-attendance where there are specific attendance requirements*

- Illness.
- Accident.
- Temporary disability.
- Major sporting commitment.
- Cultural commitment.
- Jury duty.
- Defense force duty.
- Compassionate circumstances.

A non-attendance request must be accompanied by documentary evidence such as bereavement notice, employer letter, statutory declaration, accident report, professional letter, or suitable alternative. In instances of retrospective applications for non-attendance, a health certificate from a registered practitioner no longer than three (3) working days after the date of attendance is acceptable. Documentation must contain the name, date, and contact details of the person providing evidence.

When personal reasons are given for non-attendance, these must be discussed with the year coordinator and a discretionary decision agreed that is based in a sound rationale.

### *5.2. Unacceptable reasons for non-attendance where there are specific attendance requirements*

- Holiday arrangements (including international travel).
- Minor sporting commitment.
- Cultural commitment.
- Misreading of attendance requirements.
- Public transportation issues.

- Poor time management.

#### *6. Process for applying for non-attendance*

- Students apply for non-attendance through the 'student space' tab on the GTB website. The form required is located amongst the extension and special consideration information.
- Admin receives the completed form and forwards this to the relevant year coordinator, while also maintaining the student record.
- The year coordinator provides a formal acknowledgement by email or Moodle message as soon as possible indicating approval or denial of a non-attendance request.
- The student updates the LMS within the relevant attendance section.

#### *7. Penalties for non-attendance where there are Specific Attendance Requirements*

Due to the importance of the learning that will be absent for the student in instances of non-attendance where a mandatory attendance requirement exists, there may be an academic or progression penalty applied. This is assessed on a case-by-case basis.

In instances where the student is unable to meet specific attendance requirements the year coordinator, in consultation with senior management as needed, may recommend either a final grade based on performance across the course or withdrawal without failure on compassionate grounds (administrative classification WWF).

Non-attendance within the permissible percentages for general attendance carries no academic penalty.

If a student is not satisfied with the outcome of their attendance issue, they may follow the process outlined within the Student Grievance Procedure.

### **3. Roles, Responsibilities and Accountabilities**

Responsibility for this policy resides with the Academic Manager.

Students are responsible for managing their attendance as required throughout their training and staff are responsible for managing attendance records where these are required.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.3.4, 1.4.4, 2.4.1, and 3.1.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

Attendance records are held as required, with reasons for absence remaining confidential. All attendance material is kept for a period of five (5) years from the date of attendance. If any party requires a copy of this record, a written request is needed.

#### 6. Related Documents

- 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

Halpern, N. (2007). Attendance in Higher Education: Does it matter? *Investigations in University Teaching and Learning*. 4(2).7-13.

<https://repository.londonmet.ac.uk/226/1/InvestigationsInUniversityTeachingAndLearning%20v4n2%20p7-13.pdf>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Attendance Policy	
ID	AP01-PP01-SP20-PR16	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	15 <sup>th</sup> October 2024	New Policy. Build policy in new template.
1.1	17 <sup>th</sup> December 2025	Approval by AGB to bring this policy into line for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	4 <sup>th</sup> December 2024
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Award Issuance and Replacement Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the issuance and replacement of awards.

This policy applies to administrative staff and all students at GTB.

### 2. Principles and Key Requirements

GTB recognises the importance of qualification documentation and complies with all regulatory requirements regarding conferred awards. This policy outlines the framework and procedures that are in place for award issuance and student loss or destruction of their issued award.

The framework for award issuance and replacement consists of:

- Successful completion of requirements for award issuance.
- Generation of a compliant and authenticated award document.
- Award issuance.
- Award replacement through a validated process, if required.

#### *2.1 Award Issuance*

Award issuance is a formal process where awards are issued in line with legislation and statutes under Australian law, including:

- Successful completion of all course and policy requirements.
- Application for award issuance.
- Awards are prepared, comply with AHEGS guidelines, and are stamped and/or signed.
- Issuance of award
- Those unable to attend graduation, with legitimate reason, can receive an award *in absentia*.

- Those eligible but not having applied for an award within two years of graduation are issued an award *in absentia*.
- The Administrative Manager maintains all formal records of those who graduate and are conferred an award.

## *2.2 Award Replacement*

No copies of an original award are to be issued unless the original copy has been permanently lost or destroyed. If a replacement award is required, the following must occur:

- Receive a request for award replacement from the student.
- The student must provide a statutory declaration declaring the loss or destruction of the award along with a description of the surrounding circumstances.
- Provide the full name at the time of award issuance.
- Provide the date of award issuance.
- Provide payment for the cost of issuance of the replacement award.

Applications for lost or destroyed awards may take between 10 - 15 business days to process.

## 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director and the Administration Manager.

## 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.5.1, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.5.9, 6.2.1, and 7.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 5. Recording and Reporting

Recording of award issuance and replacement will reside with the relevant file.

## 6. Related Documents

- Graduation Policy.
- Risk Management Policy.
- Student Records Management Policy.

## 7. Policy Review

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

## 8. Appendix

Department of Education (2022). Australian Higher Education Graduation Statement.

<https://www.dese.gov.au/quality-and-legislative-frameworks/australian-higher-education-graduation-statement>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Award Issuance and Replacement Policy	
ID	CP02-PP02-SP05	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Benchmarking Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for benchmarking with external partners.

This policy applies to all administrative and academic staff at GTB.

### 2. Principles and Key Requirements

GTB aligns to the philosophy of continuous improvement and to delivering education that is contemporary and relevant to Gestalt Therapy. This policy reflects this position through describing the approach and framework for benchmarking at GTB.

#### *2.1 The Purpose of Benchmarking*

Benchmarking is a performance comparison mechanism that assesses quality of education, distinguishes good practice, and identifies areas requiring review and improvement. This is a cross-institutional, collaborative, and reciprocal technique that ensures academic and operational standards are reviewed, achieved, and maintained. The three fundamental principles of the GTB benchmarking framework are:

- External quality assurance referencing.
- In-depth evaluation with peers.
- Continuous improvement.

Benchmarking occurs in response to an identified need to evaluate and/or improve and is used to support GTB goals, strategic priorities, and teaching and learning objectives. The aim is to contribute to systematic improvement by comparing institutional operations (e.g., courses, subjects, assessments, learning outcomes, policies and procedures, planning, pricing, etc) with a comparable institution, for that institution to review the benchmarked operational area, and for the reviewer/s to provide feedback on quality and improvement.



## *2.2 Benchmarking Partnerships*

Benchmarking partners are carefully selected and screened prior to formal approach, with factors influencing the choice of partner including:

- Comparable objectives, mission, and values.
- Good compliance record and a sound reputation.
- Evident success in the areas requiring benchmarking.
- Commitment to quality improvement.
- Willingness to sign a memorandum of understanding and to undertake benchmarking.

## *2.3 Benchmarking Processes*

Prospective benchmarking partners are approached through the following steps:

- Approach the Head of School or Faculty and request benchmarking collaboration.
- Determine and agree on the scope of the benchmarking project.
- Agree on a timeline with a schedule of action for completion.
- Sign a MoU.
- Agree to GTB's Intellectual Property Policy regarding benchmarking.
- Material to be shared is collated, de-identified, prepared, and delivered.
- Benchmarking occurs.
- A report is received, and improvement is initiated.
- Reciprocation of benchmarking is offered and undertaken as able.

## **3. Roles, Responsibilities and Accountabilities**

The Academic Manager holds responsibility for this policy, and along with the Head of Teaching and Learning or a delegated authority, lead benchmarking and is responsible for managing the project from end to end.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.4.1, 5.3.1, 5.3.2, 5.3.4, and 5.3.7. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

A benchmarking report is prepared stating observations and recommendations, with the findings disseminated and recommended changes implemented. These are reported to the Academic Governance Body as required.

#### 6. Related Documents

- Admissions Policy.
- Assessment Policy.
- Course Lifecycle Management Policy.
- English Language Requisites and Support Policy.
- Graduate Attributes Policy.
- Intellectual Property Policy.
- Moderation Policy.
- Teaching and Learning Policy.
- Teaching and Learning Plan.

#### 7. Policy Review

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

## 8. Appendix

Tertiary Education Quality and Standards Agency (2019). Guidance Note: External Referencing (including Benchmarking). <https://www.teqsa.gov.au/latest-news/publications/guidance-note-external-referencing-including-benchmarking>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Benchmarking Policy	
ID	AP01-PP01-SP02	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	7 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Business Administration Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for business administration.

This policy applies to all stakeholders working within, and providing direction to, business administration and includes the Administration Manager and the Director.

### **2. Principles and Key Requirements**

The GTB business administrative framework reflects the aim of the GTB constitution, where the provision of Gestalt Therapy training is made explicit. This aim is supported by administration practices from within a small institution with a high level of collaborative engagement amongst management, staff, and contractors. By structuring administrative tasks across specific areas in-house and outsourcing those that require administrative expertise beyond the knowledge and skill of GTB, the educational aim of the institution can be fulfilled.

The distinct elements of GTB business administration consist of the four following areas:

#### *2.1. Budgetary Administration*

The Director and external experts who are familiar with GTB develop and review budgets. This occurs annually, with budgets aligning to the academic schedule and approved by governance. Budgeting is monitored quarterly, and adjustments are made as required to ensure financial liquidity and sustainability.

#### *2.2. Financial Administration*

The Administration Manager has responsibility for the day-to-day financial administration of GTB, with decisions regarding selected financial items made in collaboration with the Director.

Cloud-based software is utilised for data input, recording, reporting, and exporting. GTB outsources skilled financial tasks to a bookkeeper, accountant, and auditor.

### *2.3. Operational Administration*

Select business operations require administrative oversight. These include study weekends that require catering supplies and cross-personnel communication, therapist room bookings that are managed through an electronic system, and various additional tasks that emerge from business operations. These are overseen by the Administration Manager in collaboration with individuals relevant to each administrative task.

GTB outsources the oversight and management of information technology to an IT specialist.

### *2.4. Student Data Administration*

Student data is collated from a variety of media and inputted into the Student Management System (SMS). This interfaces with the Australian Government Tertiary Collection of Student Information (TCSI) portal, which enables GTB to fulfil student data reporting requirements.

For detail on each of these administrative areas refer to the Business Administration Procedure.

## **3. Roles, Responsibilities and Accountabilities**

Due to the specialised nature of business administration this role sits with the Administration Manager, who is responsible for undertaking administrative tasks and therefore implementing this policy.

The Director has overall responsibility for the administrative functions of GTB and as such works closely with the Administration Manager in ensuring the appropriateness, applicability, and legality of all aspects of business administration.

The Administration Manager and the Director are collaboratively responsible for the continuous improvement of GTB business administration.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 6.1.3, and 6.2.1 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

Business administration has both recording and reporting responsibilities distributed across distinct business functions. Refer to the Business Administration Procedure for greater detail.

#### 6. Related Documents

- Business Plan.
- Information Systems Operations and Security Policy.
- Risk Management Policy.
- Student Fee Management Policy.
- Student Records Management Policy.
- Use of Business Premises Policy.

#### 7. Policy Review

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

#### 8. Appendix

Australian Securities and Investment Commission (2022). <https://asic.gov.au/>

Kretovics, M. A., & Eckert, E. (2020). *Business practices in higher education: A guide for today's administrators*. (2<sup>nd</sup> ed.) Routledge.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Business Administration Policy	
ID	CP02-PP01-SP01	
Owner	Administration Manager	
Contributor	Director	
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	21 <sup>st</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No's 9C and 21 in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Business Administration Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) process for undertaking business administration.

This procedure applies to all stakeholders working within, and providing direction to, business administration and includes the Administration Manager and the Director.

### 2. Process and Key Control

This procedure aligns to the Business Administration Policy and reviews five distinct elements of GTB business administration, as below:

#### *2.1. Budgetary Administration Procedures*

Decision processes regarding budgetary administration include the following areas:

- Student fees for upcoming year.
  - Analyse income and expenditure and establish the annual course fee.
  - Refer to the Student Fee Management Procedure for the subject fee-setting equation.
  - Student fees are published prior to the opening of enrolments for the ensuing year.
- Set the Student Services and Amenities Fee (SSAF) amount.
  - Establish the permissible SSAF that is published by the Australian Government.
  - Calculate the GTB SSAF as 75% of the permissible amount.
  - The GTB SSAF for the ensuing year is published to students by October 1<sup>st</sup> for the ensuing year.
- Employee expenses, including oncosts, for the upcoming year.
- Regulatory cost-recovery fee expenditure (e.g., TEQSA, TPS, FEE-HELP).
- Operational overheads such as premises lease, utilities, software, contracted services, etc.
- Capital expenditure such as furniture and other fixed assets.



The annual budget is formalised by the Director in collaboration with the external accountant, which then proceeds through governance approval. This budget is consistently revised against post-census enrolments to ensure income is adequate and to monitor operation within budget estimates. This information is taken forward to the preparation of the ensuing budget.

## *2.2. Financial Administration Procedures*

Decision processes regarding financial administration include the following areas:

- The Director authorises purchases and payments.
- The Administration Manager receives per-transaction delegated authority from the Director to make payments on behalf of GTB, with no payments to be made without this authority.
- Invoices and receipts are managed through a cloud-based accounting system.
- All receipts are to be provided to the Administration Manager, who uploads data to the accounting system.
- All cash and cheque bank deposits are made through a Deposit Book.
- Receipts are written for income received on at least a fortnightly basis.
- Accounts are paid fortnightly or at least at the end of each month or by due date where applicable.
- Credit card purchases require prior Directorial approval, unless budgeted.
- GTB's bank statements are reviewed monthly by the Administration Manager, reconciled with the accounting system, and checked by the Director.
- Reporting is forwarded to the GTB bookkeeper quarterly to prepare accounts and business activity statements (BAS).

Externally sourced expertise fulfils the following financial administration tasks for GTB:

- Bookkeeper - prepares the following:
  - Profit and loss statement and balance sheet on a three (3) monthly basis.
  - BAS for ATO submission on a three (3) monthly basis.
  - Income and superannuation statements.
  - Business accounts for review and analysis by the accountant.
- Accountant –advises GTB on, and assists with the preparation of:
  - Financial execution.

- Financial planning.
  - Budget preparation.
  - Accounts for taxation.
  - Accounts for reporting.
  - Accounts for auditing.
- Auditor - assists GTB in the annual financial audit.
  - The auditor must be a registered company auditor (within the meaning of the *Corporations Act 2001*) or a person approved by TEQSA.

At the end of each financial year, dividend distributions are made according to individual percentage ownership of GTB.

### *2.3. Operational Administration Procedures*

There are a variety of administrative procedural tasks associated with GTB operations. These all follow the financial procedural steps with additional elements required, such as entering room bookings into the electronic system and ensuring catering is sufficient for study weekends.

Externally sourced expertise fulfils the following operational administration tasks for GTB:

- Lawyer – advises GTB on:
  - Documentation regarding organisational structure and the legal standing of GTB.
- IT specialist - advises GTB on, and assists in, maintaining functionality of:
  - All aspects of the information technology system, including those elements that interface with suppliers and vendors.

### *2.4. Student Data Administration Procedures*

Student data is entered into the Student Management System (SMS), which interfaces with the Tertiary Collection of Student Information (TCSI) portal. See the Student Records Management Policy for further information.

### *2.5. Administrative Record-Keeping*

All business data is kept in secure and private record management systems that may be cloud-based, electronic, or physical. If a physical record is scanned to digital format and transferred to the cloud-based or electronic management system, the original physical record can be disposed of, providing all data is captured in its entirety. These records are retained for a minimum of seven (7) years and are disposed of in line with regulation, guidelines, and best practice.

## 3. Key Requirements

- Communication between the various roles interfacing with the Administration Manager.
- Functioning and secure IT systems.
- Accurate record-keeping.

## 4. Roles, Responsibilities and Accountabilities

Due to the specialised nature of business administration this role sits with the Administration Manager, who is responsible for undertaking administrative tasks and therefore implementing this policy.

The Director has overall responsibility for the administrative functions of GTB and as such works closely with the Administration Manager in ensuring the appropriateness, applicability, and legality of all aspects of business administration.

The Administration Manager and the Director are collaboratively responsible for the continuous improvement of GTB business administration.

## 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 6.1.3, and 6.2.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 6. Recording and Reporting

Business administration has both recording and reporting responsibilities distributed across distinct business functions.

## 7. Appendix

Australian Securities and Investment Commission (2022). <https://asic.gov.au/>

Kretovics, M. A., & Eckert, E. (2020). *Business practices in higher education: A guide for today's administrators*. (2<sup>nd</sup> ed.) Routledge.

Tertiary Education Quality and Standards Agency (2022). Annual Financial Statements.

<https://www.teqsa.gov.au/annual-financial-statements>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Business Administration Procedure	
ID	CP02-PP01-SP01-PR01	
Owner	Administration Manager	
Contributor	Director	
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	21 <sup>st</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No's 9C and 21 in 2020 Handbook. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Copyright Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for compliance with copyright law.

This policy applies to all staff, students, and stakeholders at GTB.

### 2. Principles and Key Requirements

GTB recognises that every individual using copyrighted material must follow the Copyright Act 1968. As such, this policy outlines the framework for complying with copyright legislation, with the fundamental principle underlying this framework being:

- Copyrighted materials may be copied if done so legally, are required for educational purposes, and if copying adheres to fair dealing.

As an overview, and per the approved statutory education license held with the Copyright Agency (2022), GTB may make copies of the following if they facilitate teaching and learning:

- Full periodical articles or excerpts.
- If multiple articles share the same subject matter, copying of all articles is permissible.
- A complete work or excerpts of a work that has not been published as an individual work.
- 10% or a single chapter of a work, whichever is greater.
- Up to fifteen (15) pages of any literary or dramatic work within an anthology.
- Works, films, recordings of television, and radio broadcasts may be reproduced for educational purposes.
- If a new copy of a work cannot be purchased for a price considered reasonable and evidence is provided, it may be permissible to copy a larger portion of the work.

Refer to the relevant appendices, notably the Copyright Agency (2022), for more granular copyright information.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

- Students must ensure they are educated on copyright restrictions and that they follow all guidelines for copyrighted materials as described within this policy.
- Staff must demonstrate a thorough understanding of all copyright requirements.
- Year coordinators must monitor all copyright material distributed to students for compliance.

Any person who knowingly or unknowingly infringes upon copyright will receive appropriate disciplinary action.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.3.1, 5.2.2, and 5.2.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Recording of copyright infringement issues will reside with the relevant student or staff file if the offending is deemed serious.

Reporting of copyright breaches to the Corporate Governance Body occurs as required.

### 6. Related Documents

- Business Administration Policy.
- Information Systems Operations and Security Policy.
- Library Policy.

## 7. Policy Review

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

## 8. Appendix

Australian Copyright Council (2022). Education: Copyright basics.

<https://www.copyright.org.au/browse/book/ACC-Education:-Copyright-Basics-INFO048>

Australian Government (2022). Copyright Act 1968.

<https://www.legislation.gov.au/Details/C2022C00192>

Copyright Agency (2022). Copying under the Education Licence.

<https://www.copyright.com.au/licences-permission/educational-licences/copying-under-education-licence/>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Copyright Policy	
ID	CP02-PP01-SP06	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Course Lifecycle Management Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework towards the management of courses throughout their lifecycle.

This policy applies to all stakeholders involved with courses at GTB and includes the Academic Manager, academic staff, and all students.

### 2. Principles and Key Requirements

GTB is committed to the development and delivery of quality courses that meet regulatory and professional requirements, with the following principles framing the management of the courses delivered at GTB.

- The course lifecycle is consistently managed, monitored, and maintained.
- Courses align to the strategic objectives of the GTB Strategic Plan.
- Courses are located at the appropriate Australian Qualifications Framework levels.
- Courses comply with TEQSA and professional accreditation authority requirements.
- Courses are developed, delivered, reviewed, and improved by discipline-competent staff.
- Course learning outcomes are discipline relevant.
- Course content is internally coherent.
- Teaching and learning principles are embedded throughout course design.
- There is a student-centric focus throughout courses.
- There are clear progression pathways within courses.
- All courses are subject to continuous improvement.
- Courses are reviewed and approved by the Gestalt Education Processes (GEP) Committee.
- Following GEP approval, courses are reviewed and approved by the Academic Governance Body (AGB).
- Following AGB approval, courses are reviewed and approved by TEQSA.



- Aligned to AGB and TEQSA evaluation, courses are reviewed and approved by the relevant professional accrediting authority.

The Course Lifecycle Management Procedure discusses these principles in greater detail.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds primary responsibility for this policy, with academic staff required to implement all aspects of this policy throughout their work.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.4.1, 1.4.2, 1.4.3, 1.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.4.1, and 6.3.2. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Course documentation is recorded and maintained in appropriate locations within the document management system.

Reporting on course matters occurs on an ad-hoc basis to the Gestalt Education Processes committee (relative to the percentage of changes implemented to a course – as per section 2.3 of the Course Lifecycle Management Procedure) and quarterly to the Academic Governance Body.

### 6. Related Documents

- Academic Appeals Policy.
- Academic Freedom Policy.
- Academic Integrity Policy.
- Academic Skills Development Policy.

- Admissions Policy.
- Assessment Policy.
- Award Issuance and Replacement Policy.
- Benchmarking Policy.
- Copyright Policy.
- English Language Requisites and Support Policy.
- Graduate attributes Policy.
- Information Systems Operations and Security Policy.
- Intellectual Property Policy.
- Library Policy.
- Moderation Policy.
- Orientation Policy.
- Professional Association Accreditation Policy.
- Quality Assurance Framework.
- Student Course Progression Policy.
- Student Experience Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Course design (including learning outcomes and assessment). <https://www.teqsa.gov.au/latest-news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Course Lifecycle Management Policy	
ID	AP01-PP01-SP03	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	19 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 20 in the 2020 Handbook. Refine content.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Course Lifecycle Management Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) series of processes that are used to facilitate course lifecycle management.

This procedure applies to all stakeholders at all levels of course management and includes the Academic Manager, academic staff, and all students.

### 2. Process and Key Control

This document references the associated policy and reviews the processes associated with course lifecycle management at GTB. These processes are segmented into the following areas:

Section 2.1: degree of course changes and subsequent layers of governance approval.

Section 2.2: course proposal, development, and approval.

Section 2.3: course monitoring and review.

#### *2.1. Degree of course changes and layers of governance approval*

Course changes have varying degrees of internal and external governance obligations, depending on the amount and depth of change that is integrated into a course:

- *Minor-level* course changes arising from continuous improvement processes do not require Gestalt Education Processes Committee or Academic Governance Body approval. This includes a change of less than 20% of subject content and minor changes to subject titles, learning outcomes, and assessment tasks. This allows continuous improvement to flow smoothly, enables incremental internal GTB course improvement, and lessens unnecessary governance burden.
- *Intermediate-level* course changes require both Gestalt Education Processes Committee and Academic Governance Body approval. This includes 1% to 50% replacement or redesign of course structure, a greater than 20% change to subject content, and intermediate-level

changes to subject learning outcomes, assessments, and academic intent of a course.

Utilising governance processes for this more substantial change ensures external oversight and an increased level of expert knowledge to course changes.

- *Major-level* course changes require Gestalt Education Processes Committee and Academic Governance Body approval and are submitted to TEQSA in line with their Material Change Notification Policy. This includes changes to course titles, changes to course learning outcomes, more than 50% replacement or redesign of course subjects, change of delivery mode, change in professional accreditation, reduction in delivery duration, new majors or specialisations, and course discontinuation.

## *2.2. Course proposal, development, and approval*

New subjects and courses are proposed in line with GTB strategic planning and with advice from the Gestalt Education Processes Committee, the Academic Governance Body, and other approached stakeholders. No development progresses unless a sound business case exists, benchmarking is present, and the necessary resources are and will be available.

Once a course proposal is approved, design and development proceeds in line with the Australian Qualifications Framework, the Higher Education Standards Framework (Threshold Standards) 2021, and instructional design principles. All aspects of course design, development, and approval generate documentation showing:

- Alignment to the Teaching and Learning Plan.
- Integration of external accrediting authority requirements.
- Course structure detailing subjects, credit point allocation, teaching hours, at-home study hours, and total hours per subject per semester; calculated into totals for the entirety of the course.
- Course description and AHEGS statement.
- Complete set of course rules.
- Mapping of the relevant AQF level, graduate attributes, course learning outcomes, subject learning outcomes and assessments.
- Marking rubrics for all assessments.
- Constructive alignment.

- Where content references Aboriginal or Torres Strait Islander peoples, review and feedback sought from the appropriate people is documented and included.

Completion of these aspects of course design and development allow the material to progress to the governance approval process.

- The Gestalt Education Process Committee convenes to review and approve the provided documentation.
- Once content progresses through this approval stage it is submitted to the Academic Governance Body for review.
- The Academic Governance Body convenes to review and approve the provided documentation.
- After this approval stage and in discussion with the TEQSA case manager, content is submitted to TEQSA for approval.
- TEQSA reviews the provided documentation and approves the content, and the course is registered for delivery.

### *2.3. Course monitoring and review*

- The course is subject to ongoing monitoring, quality assessment and review through established external review cycles aligned to accrediting authority and TEQSA requirements.

Course review proceeds in the following stepwise way:

- Review and changes take place as feedback cycles occur, external requirements change, and knowledge advances. Internal review occurs at pre-determined times, with no course falling outside a seven-year review cycle.
  - Collaborative course review occurs between the Academic Manager and academic staff.
  - Integration of student feedback occurs within course review.
  - Integration of course performance data occurs within course review.
- Review proceeds and changes are collectively determined and undertaken.
  - Subjects are reviewed using the subject review form.

- Collated data is analysed, and changes are proposed.
  - Changes are approved and implemented as needed.
- If intermediate or major changes are required these are presented to the Gestalt Education Processes Committee for approval.
- Approved changes are presented to the Academic Governance Body for the next layer of governance approval.
- Once changes are approved these are finalised and, if major changes have been made to the course these are forwarded to TEQSA for approval.
- All course review data are tracked, and a clear audit trail maintained.

For moderation matters in relation to course review data and quality assurance refer to the Moderation Policy.

### 3. Key Requirements

All aspects of course lifecycle management require robust documentation and record-keeping.

The Academic Manager communicates to staff, students, and stakeholders how the course review has improved the course and the student learning experience.

### 4. Roles, Responsibilities and Accountabilities

Collectively the Academic Manager, the Gestalt Education Processes Committee, and the Academic Governance Body are responsible for delegating tasks and approving course lifecycle management to ensure all required standards are met.

### 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 1.4.1, 1.4.2, 1.4.3, 1.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.4.1, and 6.3.2. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 6. Recording and Reporting

Course documentation is recorded and maintained in appropriate locations within the document management system.

Reporting on course matters occurs relative to the percentage of implemented change, which is reported to either the Gestalt Education Processes committee, the Academic Governance Body, or TEQSA.

## 7. Appendix

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Course design (including learning outcomes and assessment). <https://www.teqsa.gov.au/latest-news/publications/guidance-note-course-design-including-learning-outcomes-and-assessment>

Tertiary Education Quality and Standards Agency (2017). Guidance Note: Changes in a course of study that may lead to accreditation as a new course. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-changes-course-study-may-lead-accreditation-new-course>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Course Lifecycle Management Procedure	
ID	AP01-PP01-SP03-PR03	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	19 <sup>th</sup> August 2022	Major revision. Rebuild procedure in new template. Extract relevant content from 2020 Handbook. Refine content as necessary.



3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Critical Incident Management Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the management of critical incidents.

This policy applies to all stakeholders involved with GTB and includes all staff, students, third parties, affiliates, contractors, visitors, or volunteers on GTB premises at the time of a critical incident and in the post-incident period.

### 2. Principles and Key Requirements

GTB is committed to the wellbeing of all staff, students and stakeholders and utilises a critical incident management framework within the institutional health and safety structure. The aim of this framework is to ensure critical incidents are, as much as is practical, managed in a way that minimises or negates impact on individuals, communities, and GTB business continuity. Thus, a key principle of this policy is that GTB takes every precaution to avoid critical incidents through risk management that analyses the likelihood of events occurring and guides action to mitigate against these events taking place or creating greater adverse outcomes than may be necessary.

#### *2.1 Overview*

A critical incident is an occurrence that may cause or has caused trauma to those involved either directly or indirectly, with a stress sufficient to overwhelm usual coping strategies. Examples reside on a continuum of extremity and effect, with a selection listed as:

- Natural disaster
- Terrorism
- Any incident which has caused or has the potential to cause fatalities
- Major IT breach or loss of data
- Environmental hazard

- Serious accident
- Acute severe health issue
- Sexual assault
- Workplace bullying
- Verbal abuse or intimidation
- Physical or psychological violence
- Significant reputational damage

## *2.2 The Nature of GTB's Education and Critical Incidents*

GTB has specific red flags that are addressed within this critical incident framework. During their education program students, and the clients they interview within their training, may become distressed when working through interpersonal issues. This can be an expected consequence of undertaking the type of reflective process that occurs at GTB and immediate support from academic staff and facilitators is available if distress occurs. In some instances, involvement in this process may cause the threshold for a critical incident to be breached; with such as incident classed as occurring when an academic staff member or student believes:

- A participant is leaving the premises with unresolved and immediate issues and there is little available evidence of sufficient support for containment.
- 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)
- An incident of sufficient concern relating to perceived lack of physical, mental, or emotional safety of participants has occurred, including within tuition, clinical practice, supervision, or any other tuition-related activity

GTB recognises that such critical incidents may happen, and that the effective management and recording of such incidents assists in providing a healthy and safe environment and meets responsibilities towards people impacted by an incident.

### *2.3 Critical Incident Management Principles*

GTB delegates a Critical Incident Response Team that consists of key staff who will respond to a critical incident should it arise. At any time, the most readily available member of this team will take the role of Critical Incident Response Team leader to head the counterreaction to the event.

As GTB has a small workforce, the response to an incident may consist of one person initially, with additional team members brought into the response process as required.

GTB utilises the resources of the International Critical Incident Stress Foundation, Inc. where these are appropriate for the incident in question.

Refer to the Critical Incident Management Procedure for further detail.

## **3. Roles, Responsibilities and Accountabilities**

The Administrative Manager is responsible for this policy. Members of the critical incident response team are collectively responsible for maintaining oversight of critical incidents at GTB.

Additional responsibilities and accountabilities include all stakeholders who interact with GTB.

## **4. Monitoring, Review and Assurance**

This policy meets the requirements of section 2.3.5, 6.2.1, and 7.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## **5. Recording and Reporting**

Critical incidents are recorded within the Critical Incident Management Register.

Reporting of critical incident data occurs from the Director to the Corporate Governance Body regularly.

## 6. Related Documents

- Critical Incident Management Procedure
- Health and Safety Policy
- Infrastructure Policy
- Risk Management Policy
- Student Welfare Policy

## 7. Policy Review

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

## 8. Appendix

Crisis Intervention and Management Australia (2022). <https://www.cima.org.au/>  
International Critical Incident Stress Foundation, Inc. (2022) Resources.  
<https://icisf.org/resources/>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Critical Incident Management Policy	
ID	CP02-PP01-SP02	
Owner	Administrations Manager	
Contributor	Director	
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	29 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 5 in 2020 Handbook. Retain name as Critical Incident Management Policy.

		Refine content. Develop a separate Procedure to accompany this policy.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Critical Incident Management Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) process within the management of critical incidents.

This procedure applies to all stakeholders involved with GTB and includes all staff, students, third parties, affiliates, contractors, visitors, or volunteers on GTB premises at the time of a critical incident and in the post-incident period.

### 2. Process and Key Control

This procedure integrates with risk management, business continuity, and health and safety planning, policy, and procedure. While this procedure serves as a stand-alone document, it is necessary to retain a view of the following content within a broad risk management approach.

#### *2.1. Assuring stakeholder knowledge of critical incident management*

- Staff, students, and other stakeholders are informed of the critical incident policy and procedure during orientation and induction.
- Staff, students, and other stakeholders are, where possible, knowledgeable in the prevention of a critical incident.
- Staff, students, and other stakeholders are, where possible, knowledgeable in identifying a critical incident and understand how to appropriately respond.
- Critical incidents drills are periodically conducted to assess response readiness and to determine any required corrective actions.

#### *2.2. Forming a Critical Incident Response Team*

The critical incident response team consists of key GTB staff who interact with the organisation, its operations, and its services. From the chosen team, a leader will be appointed. Where team

members are not on location full-time, then an individual may self-appoint in instances of rapid decision-making.

The role of the critical incident response team is to prioritise the protection of people, animals, environment, local community, and business infrastructure and services. Responsibilities extend to acting legally where liabilities arising from actions require consideration.

### *2.3. During a Critical Incident*

When a critical incident is identified, critical incident response team members are responsible for response and recovery. The critical incident response team leader and members will:

- Make an immediate assessment of the required level of response.
- Prioritise the safety and wellbeing of all of those involved.
- Remain calm and act in a leadership capacity.
- Coordinate a well-structured, approved evacuation procedure, if necessary.
- Initiate any necessary Health and Safety Procedures.
- Engage and maintain contact with external services.
- Manage internal communications.
- Oversee the management of the critical incident to the best of collective abilities.

If a staff member judges that a student is emotionally or psychologically unstable because of an incident, and this constitutes the potential for the incident to become critical, then they:

- Must suggest the student stay on the premises, if appropriate, and remain separate from the student body until they can speak to them privately and attempt to resolve the incident.
- Consider actions that need to be taken for the student and all other involved individuals.
- Undertake the necessary actions and/or incorporate additional support to manage and resolve the incident.

### *2.4. After a Critical Incident*

- Any primary person involved in the incident will be followed-up within 24 hours to assess their safety and wellbeing.



- Those involved will be provided with in-house or referred counselling services and support as required.
- Involved parties can be referred to the Student Grievance Policy if required.
- International Critical Incident Stress Foundation, Inc. resources will be used as appropriate.
- Relevant GTB insurance policies will be consulted and actioned as required.
- A debrief will occur for the critical incident response team.
- Triggers identified, improvements required, and lessons learned from the critical incident will be integrated into response planning across all facets of the organisation.
- A delegated critical incident response team member will liaise with all involved parties and prepare a Critical Incident Report, which will be submitted to the Director.
- The Director will report on the critical incident and its management to the Corporate Governance Body.
- The Corporate Governance Body will discuss improvement strategies to be implemented and will make recommendations regarding prevention and management of future critical incidents.

### 3. Key Requirements

- Critical Incident Management Register

### 4. Roles, Responsibilities and Accountabilities

The Administrative Manager is responsible for this procedure. Members of the critical incident response team are collectively responsible for maintaining oversight of critical incidents at GTB.

Additional responsibilities and accountabilities include all stakeholders who interact with GTB.

### 5. Monitoring, Review and Assurance

This policy meets the requirements of section 2.3.5, 6.2.1, and 7.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review is required to maintain compliance.

## 6. Recording and Reporting

A report on the critical incident management is prepared for the Director.

Critical incidents are recorded within the Critical Incident Register.

If a student has primary involvement in the incident, then documentation is placed in their file.

Reporting of critical incident data occurs from the Director to the Corporate Governance Body regularly.

## 7. Appendix

Crisis Intervention and Management Australia (2022). <https://www.cima.org.au/>

International Critical Incident Stress Foundation, Inc. (2022) Resources.

<https://icisf.org/resources/>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Critical Incident Management Procedure	
ID	CP02-PP01-SP02-PR02	
Owner	Administration Manager	
Contributor	Director	
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	29 <sup>th</sup> June 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No. 5 in 2020 Handbook. Refine content as necessary.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## English Language Requisites and Support Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework towards English language admission requisites and provided English language support.

This policy applies to GTB academic management, academic staff, the administration manager, and students.

GTB does not hold registration with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and cannot accept international applicants, which reduces the administrative burden associated with this policy.

### 2. Principles and Key Requirements

English is the language of instruction at GTB. Therefore, student proficiency in listening, speaking, reading, and writing in English is essential for academic progression and success. As such, this policy describes the principles that are applied to the standards of required English at GTB and to the support of students who may require assistance with language development.

#### *8.1. English language proficiency*

The phrase 'student proficiency in the use of the English language' can be ambiguous, and for clarity GTB applies the following Australian Universities Quality Agency (2009, p. 1) definition:

*... the ability of students to use the English language to make and communicate meaning in spoken and written contexts ... Such uses may range from a simple task such as discussing work with fellow students, to complex tasks such as writing an academic paper or delivering a speech to a professional audience. This view of proficiency as the ability to organise language to carry out a variety of communication tasks distinguishes the use of 'English language proficiency' from a narrow focus on language as a formal system concerned only with correct use of grammar and sentence structure.*

This indicates the depth of English language literacy sought from GTB students and describes the language attributes desired within student work. It is recognised that students may enter their studies with some of these attributes and their skill can improve throughout the course. Accordingly, some flexibility can be applied in the application of this definition.

## *8.2. Evidence of English language proficiency and accepted alternatives*

To benchmark English language entry requirements and to capture the elasticity that is applied to the definition of proficiency, the International English Language Testing System - Academic (IELTS Academic) is used as the entry measurement system. Using this, baseline requirements for entry to GTB correlate to IELTS (2022) guidance and Australian Government Department of Home Affairs (2022) criteria for proficient English. This identifies IELTS Academic level 7.0, with a minimum score of seven across all four bands of reading, writing, speaking, and listening. Results from other commonly applied English language testing systems are also accepted, which are correlated to the IELTS Academic testing system and the score that is applied by GTB.

International English Language Testing System – Academic (IELTS Academic)	Cambridge Assessment English (CAE)	Pearson Test of English Academic (PTE Academic)	Test of English as a Foreign Language - internet based Test (TOEFL iBT)
7.0	185	68	100

Each applicant must meet these minimum English language admission criteria. Authenticated equivalency from a different testing system can be accepted, if dated within three years prior to application. There are a range of additional secondary schooling and country-specific English language competency systems worldwide, and these can be assessed for entry requirement equivalency on a case-by-case basis.

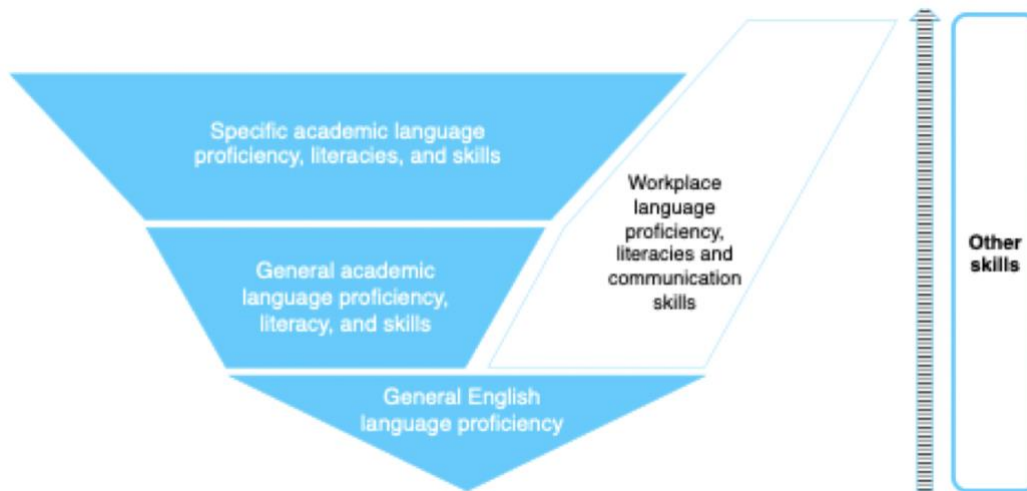
Additionally, entry can be gained through the successful completion of a suitable English Language Intensive Course for Overseas Students (ELICOS) course where there is a direct-entry arrangement with the provider. This entry pathway is only available when the student is eligible to study in Australia external to the CRICOS system, as GTB is not a registered CRICOS provider.

If English language testing results are not available, the following alternate entry criteria are available. Several of these constitute English language waivers, as defined by TEQSA (2020), and consider life experience or other circumstances. These entry criteria are more likely to be

encountered in those students accessing GTB's enrolment Equity Pathway, and as such they are assessed on a case-by-case basis and require approval of the Head of Teaching and Learning, Academic Manager, Director, or suitably competent delegated academic staff member.

- Successful completion of upper secondary or equivalent Year 12 with sound achievement in English.
- Successful completion of two years full-time or equivalent secondary (year 12 equivalent) or tertiary education conducted in English within the last four years.
- Successful completion of a VET Certificate IV course or higher within the last four years.
- Applicants who have been instructed in English and successfully completed study in any of the following countries may be considered for entry: American Samoa, Australia, Bahamas, Barbados, Bermuda, Botswana, Canada (excluding Quebec), Cook Islands, Falkland Islands, Fiji, Ghana, Gibraltar, Grenada, Guyana, Jamaica, Kenya, Lesotho, Liberia, Nauru, New Zealand, Nigeria, Papua New Guinea, Republic of Ireland, Samoa, Singapore, Solomon Islands, South Africa, Tonga, Trinidad and Tobago, United Kingdom, United States of America, Zambia, and Zimbabwe.
- Where deemed necessary academic transcripts and an official letter from the institution certifying English as the sole language of instruction and assessment in these countries may be required.
- Where a course of study was undertaken in a country outside this listing, evidence that the qualification was taught and assessed in English may be required.
- For those applicants outside these countries, at least two years residence within an English-speaking country and evidence of daily English language use will be considered for entry.
- Internship, employment, or consistent engagement with an English-speaking workplace is accepted.

Collectively these English language entry requirements and associated conditions and waivers develop a holistic view of applicant language proficiency, as described in the following diagram (Knoch, 2021, p. 9).



### *8.3. Support for English language proficiency*

Support mechanisms for students at GTB who have English as a second language or for those who have limited English language proficiency consist of community-based services delivering varying levels of English language instruction, including English for Academic Purposes courses available at providers across Australia. Applicants who do not meet the English language entry requirements will be directed to these resources. For enrolled students, the learning management system holds a listing of resources along with links to providers.

### *8.4. Quality assuring English language proficiency*

The satisfactory retention and progression of students through their courses contributes to English language entry requirement quality assurance at GTB. Monitoring of this retention and progression, coupled with student feedback, leads to the implementation of improvement mechanisms as necessary. Students accepted into the courses with marginal English language proficiency constitute sub-cohort criteria and as such are monitored for progression and completion.

## **3. Roles, Responsibilities and Accountabilities**

The Academic Manager holds responsibility for this policy. Academic staff are responsible for monitoring English language proficiency within their teaching and assessment review processes and within general student progression.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.1.1, 1.1.3, 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

- Where administrative review is required to assess English language entry levels of students the outcomes are recorded with the student file.
- Where English language waivers are implemented the circumstances and GTB approving authority must be documented within the student file.
- Reporting on student sub cohort with marginal English language proficiency retention, progression, and completion occurs quarterly from the Academic Manager to the Academic Governance Body.

#### 6. Related Documents

- Academic Integrity Policy.
- Academic Skills Development Policy.
- Admissions Policy.
- Assessment Policy.
- Course Lifecycle Management Policy.
- Equity and Diversity Policy.
- Orientation Policy.
- Student Experience Policy.
- Student Welfare Policy.

#### 7. Policy Review

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

## 8. Appendix

Australian Government Department of Home Affairs (2022). Proficient English.

<https://immi.homeaffairs.gov.au/help-support/meeting-our-requirements/english-language/proficient-english>

Australian Universities Quality Agency (2009) *Good practice principles for English language proficiency for international students in Australian universities: Final report.*

<https://www.voced.edu.au/content/ngv%3A51168>

IELTS (2022). Setting IELTS entry scores. <https://www.ielts.org/for-organisations/setting-ielts-entry-scores>

Knoch, U. (2021). *A guide to English language policy making in higher education*. International Education Association of Australia. <https://www.ieaa.org.au/documents/item/2058>

Tertiary Education Quality and Standards Agency (2020). English waivers – definition.

<https://www.teqsa.gov.au/latest-news/publications/english-waivers-definition>

Tertiary Education Quality and Standards Agency (2019). Guidance Note: ELICOS direct entry.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-elicos-direct-entry>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	English Language Requisites and Support Policy	
ID	AP01-PP01-SP14	
Owner	Academic Manager	
Contributor	Director, Administration Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	24 <sup>th</sup> August 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025



## Equity and Diversity Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) implementation of an equity and diversity framework.

This policy applies to all stakeholders interacting with GTB across all strategic, academic, and operational activities.

### 2. Principles and Key Requirements

GTB regards an equitable existence in a world that is accepting of diversity as a human right. This policy outlines the framework and principles that are applied to prioritising this equity and diversity within the GTB study and work environment that is used by students, staff, affiliates, contractors, volunteers, and visitors. The fundamental principles underlying this policy are:

- Upholding the values of access and equity.
- Acknowledging and celebrating diversity.
- Supporting student subgroups.
- Recognising and addressing issues of intersectionality.

Intersectionality relates to the relationship between identity and social systems and to the ways these systems are structured inequitably to marginalise certain identities. This marginalisation arises as culture, ethnicity, gender, sexuality, economic status, socio-biological being, religion, etc are normalised relative to the identity of the group controlling the social structure/s, which then leads to the exclusion of non-normative others and to the production and maintenance of discriminatory attitudes such as racism, sexism, disablism, etc. These harmful categorisations have a negative influence on the lived experience of many people and GTB recognises the presence of intersectionality within Australian society and commits to recognising, dismantling, and eliminating this within the student, staff, and stakeholder experience at GTB.

These principles are implemented throughout the following arenas of GTB operations.

### *2.1 Student Experience*

Students are treated, and are expected to treat others, with acknowledgement, respect, and dignity. As such GTB will:

- Enable equitable enrolment from a diverse pool of applicants.
- Treat all study applicants and enrolled students equitably.
- Ensure equality and diversity is supported through the student life cycle.
- Create strategies that improve retention of diverse student cohorts.

The Student Grievance Procedure outlines the process to be used in instances of student grievance that may arise in relation to equity and diversity issues.

### *2.2 Staff*

All staff recruitment and selection processes ensure equal employment opportunity and merit-based selection that is supportive of workplace diversity and culture, ethnicity, ability, gender, religion, identity, sexuality, socioeconomic status, and age. GTB is committed to equity and diversity training within employee induction and professional development programs.

### *2.3 Teaching and Learning*

The GTB student education experience integrates equity and diversity by:

- Providing a welcoming orientation experience to students from diverse backgrounds.
- Equitably addressing the challenges students face in adjusting to academic expectations.
- Recognising student subgroups and tracking their progression and completion.
- Integrating diverse course content.

Ensuring mutual respect for diverse perspectives is particularly important within the teaching and learning experience at GTB. This is because the education program requires students to self-explore to ensure sufficient awareness of their own life-story, meaning, and process so they can successfully manage themselves within therapeutic relationships. This exploration involves

sharing personal information, which may include experiences that have led to the development of certain attitudes.

The sharing of such experiences and attitudes is inherently unproblematic and students are expected to talk and act with responsibility for their own life-story and process, to recognise and acknowledge when this impacts others, and to effectively seek to modify their behaviour where appropriate in line with the principles outlined within this policy. Students 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 modify how their process may affect others.

It is expected that personal information will not be used to demean another.

#### *2.4 Reasonable Adjustments*

GTB recognises that people can require reasonable adjustments to undertake a course of study. Often adjustments can be straight forward, for example:

- Being able to take medication in a private space.
- Movement at intervals to manage pain.
- Extension for assignments where appropriate.

If adjustments are required these should be discussed with GTB as soon as the need is known. Those students whose academic performance may be affected by a condition or impairment should notify GTB and utilise the extension or special consideration guidelines outlined in the Assessment Policy. GTB considers requests for adjustments on a case-by-case basis but cannot implement special services or facilities that impose unjustifiable hardship on the institution by virtue of cost, impact on the learning environment, or negative effect on health and safety.

#### *2.5 Disciplinary action for breach of policy*

Action will be taken against any student or staff member who breaches this policy. This will be appropriate to the breach and may include any or some of the following:

- Official warning and note on the personnel/student file.
- Requirement to make a formal apology.
- Requirement to undertake counselling related to the breach.
- Conditions on their contract of employment/enrolment.
- Termination of employment contract/enrolment for serious matters.

Appeals against disciplinary action are available, as per the Student Grievance Policy or, for staff, the Business Administration Policy.

### 3. Roles, Responsibilities and Accountabilities

All staff and students contribute to the creation of an equitable and diverse environment at GTB.

Academic staff have an obligation to model appropriate behaviour regarding this policy, to treat grievances in this area seriously, and to seek expert help for complex or serious matters if required. All students have the responsibility to comply with this policy, to report incidents, and to not participate in inequitable or anti-diverse behaviour.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of sections 2.2.1, 2.2.2, 2.2.3, 6.1.4, 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

All staff are responsible for ensuring the appropriate recording of equity and diversity matters.

### 6. Related Documents

- Academic Staff Employment and Management Policy.
- Admissions Policy.
- Business Administration Policy.

- English Language Requisites and Support Policy.
- Health and Safety Policy.
- Orientation Policy.
- Privacy Policy.
- Sexual Assault and Harassment Policy.
- Student Experience Policy.
- Student Grievance Policy.
- Student Representation Policy.
- Student Welfare Policy.
- Teaching and Learning Policy.

## 7. Policy Review

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

## 8. Appendix

American Psychological Association (2022). Bias free language. <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

Australian Government (2022). Age Discrimination Act 2004 (Cth).  
<https://www.legislation.gov.au/Series/C2004A01302>

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<https://www.legislation.gov.au/Series/C2004A04426>

Australian Government (2022). Racial Discrimination Act 1975 (Cth).  
<https://www.legislation.gov.au/Details/C2016C00089>

Australian Government (2022). Sex Discrimination Act 1984 (Cth).  
<https://www.legislation.gov.au/Series/C2004A02868>

Australian Government (2022). Workplace Gender Equality Act 2012 (Cth).  
<https://www.legislation.gov.au/Details/C2016C00895>

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Tertiary Education Quality and Standards agency (2017). Guidance Note: Diversity and Equity.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-diversity-and-equity>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Equity and Diversity Policy	
ID	CP02-PP02-SP01	
Owner	Director	
Contributor	Academic 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	18 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 19 in the 2020 Handbook. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Graduate Attributes Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) graduate attributes.

This policy applies to all students and staff.

### 2. Principles and Key Requirements

GTB is committed to the educational development of Gestalt Therapists who provide quality Gestalt Therapy to people and communities, and this policy reflects this commitment by defining and describing the graduate attributes that are considered necessary for students at the completion of their educational journey at GTB. Graduate attributes are the set of descriptive characteristics, framed as educational outcomes, that reflect the knowledge, skill, and practice proficiency students develop throughout their studies. At GTB these are:

- 1. Specialised knowledge of field of study:** Graduates have a rich knowledge that shapes the personal and professional self within living and working communities.
- 2. Critical analysis and judgement:** Graduates are able to skilfully analyse, consolidate, and synthesise knowledge and exercise critical thinking and judgement in problem-solving.
- 3. Effective interpersonal communication and engagement:** Graduates have developed communication skills that facilitate relationships and partnerships with a broad range of people, audiences, and communities.
- 4. Self-awareness, self-management and self-development:** Graduates have deep self-knowledge that positively influences personal and professional relationships.
- 5. Independence and creative use of self:** Graduates are able to act independently and creatively across a variety of contexts.
- 6. Academic literacy:** Graduates commit to the highest standards expected of a reflective, aware, knowledge-informed professional and lifelong learner.

These graduate attributes are reflected across GTB qualifications

<b>Graduate Attribute</b>	<b>Graduate Certificate in Gestalt Therapy</b>	<b>Masters of Gestalt Therapy</b>
1: Specialised knowledge of field of study	<ul style="list-style-type: none"> <li>• Graduates have a broad understanding of a field of study and know how other disciplines relate to this field of study.</li> <li>• Graduates have knowledge and understanding of the core concepts of this field of study.</li> <li>• Graduates link both theory and practice in this field of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates have a broad understanding of a field of study and know how other disciplines relate to this field of study.</li> <li>• Graduates have in-depth knowledge and understanding of this field of study.</li> <li>• Graduates have a national and international perspective of this field of knowledge.</li> <li>• Graduates link both theory and practice in this field of study.</li> </ul>
2: Critical analysis and judgement	<ul style="list-style-type: none"> <li>• Graduates can critically analyse, synthesise, and evaluate information from a wide variety of sources.</li> <li>• Graduates can apply critical thinking processes in their practice and living.</li> <li>• Graduates can make decisions that are socially responsible and ethical.</li> <li>• Graduates have sensitivity to social context.</li> <li>• Graduates have an appreciation of the roles of associated professionals and the ability to work in a multidiscipline team.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates can critically analyse, synthesise, and evaluate information from a wide variety of sources.</li> <li>• Graduates can draw on critical research and professional knowledge to critically analyse and justify decision making.</li> <li>• Graduates have knowledge of the ethics of their field and can apply this knowledge in practice.</li> <li>• Graduates have sensitivity to social context and an appreciation of cultural difference.</li> <li>• Graduates have an appreciation of the roles of associated professionals and the ability to work in a multidiscipline team.</li> </ul>
3: Effective interpersonal communication and engagement	<ul style="list-style-type: none"> <li>• Graduates have the ability to communicate and engage effectively with individuals and groups in order to build appropriate relationships and achieve a defined outcome.</li> <li>• Graduates have the ability to work collaboratively within a team.</li> <li>• Graduates can make effective choices about how to communicate information at appropriate levels and styles to different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Graduates have the ability to work collaboratively within a team.</li> <li>• Graduates can make effective choices about how to communicate information at appropriate levels and styles to different audiences.</li> </ul>
4: Self-awareness, self-management, and self-development	<ul style="list-style-type: none"> <li>• Graduates have a sound appreciation and knowledge of their own processes and how these impact on others.</li> <li>• Graduates engage in professionally appropriate relationships with others.</li> <li>• Graduates have a practice of self-support, critical reflection, and self-awareness that they exercise in their personal and professional life.</li> <li>• Graduates have a commitment to their own ongoing development both personally and professionally.</li> <li>• Graduates have a plan for their ongoing professional development in their field of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates have a comprehensive appreciation and knowledge of their own processes and how these impact on others.</li> <li>• Graduates engage in professionally appropriate relationships with others.</li> <li>• Graduates have a practice of self-support, critical reflection, and self-awareness that they exercise in their personal and professional life.</li> <li>• Graduates have a commitment to their own ongoing development both personally and professionally.</li> <li>• Graduates have a plan for their ongoing professional development in their field of study.</li> </ul>



5: Independence and creative use of self	<ul style="list-style-type: none"> <li>• Graduates can work independently and effectively.</li> <li>• Graduates can receive feedback and adapt their practice accordingly.</li> <li>• Graduates can exercise leadership in different settings through applying their abilities and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates can work independently and effectively.</li> <li>• Graduates can generate ideas and adapt these, and their processes, to meet specific needs and audiences.</li> <li>• Graduates can exercise leadership in different settings through applying their abilities and skills.</li> <li>• Graduates can meet challenges and learning needs and improve their practices in an ongoing process.</li> </ul>
6: Academic literacy	<ul style="list-style-type: none"> <li>• Graduates can gather relevant information, organise this information and communicate it effectively in both written and oral forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates can gather relevant information, organise this information and communicate it effectively in both written and oral forms.</li> <li>• Graduates can research this field of study and the broader discipline to further extend their specialised knowledge and to identify responses to specific issues.</li> </ul>

Graduate attributes at GTB are:

- Freely available in all material associated with GTB.
- Reiterated to students throughout their courses.
- Referenced within learning outcomes, subject content, assessments, and marking rubrics.
- Have their development monitored through observation and feedback.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds responsibility for this policy.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.4.2. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Not required for this policy.

## 6. Related Documents

- Assessment Policy.
- Course Lifecycle Management Policy.
- Teaching and Learning Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Oliver, B., & Jorre de St Jorre, T. (2018). Graduate attributes for 2020 and beyond:

Recommendations for Australian higher education providers. *Higher Education Research & Development*, 37(4), 821-836.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Graduate Attributes Policy	
ID	AP01-PP01-SP04	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	9 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 6A (appendix 2) in the 2020 Handbook. Refine content.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.

DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Graduation Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for student graduation ceremonies.

This policy applies to all staff and students at GTB.

### 2. Principles and Key Requirements

GTB is aware of the value and integrity of the awards it confers and is committed to providing a memorable and positive experience when graduands receive these awards. This policy outlines the framework for the GTB graduation ceremony, along with guidelines for award conferral.

The GTB graduation ceremony proceeds within the following principles:

- Graduands have completed all necessary course requirements.
- The Academic Manager has approved the graduand for receipt of an award.
- The Academic Governance Body has received and approved the list of graduands.
- Graduands are informed in writing of their eligibility for graduation and are advised of the date, time, and location of the ceremony.
- Graduands are aware of the required dress code.
- Awards can be conferred *in absentia*.

The award is known as a testamur, which is the legal document representing the award conferred to the graduand. This document contains:

- The graduand's full legal name.
- Name of the award.
- The course associated with the award.
- AHEGS statement.

- Academic transcript.
- 'With Distinction' or 'With High Distinction' if the necessary requirements are met.
- Date of the award.
- Signature of the Director.
- The GTB seal.

GTB reserves the right to provide special awards at the graduation ceremony.

The student graduation ceremony consists of:

- A graduation program is compiled.
- Guests are welcomed.
- An acknowledgement of country is delivered.
- The Director provides a welcome.
- An occasional address is given by a selected guest.
- The Director and academic staff undertake the conferral and presentation of awards.
- A graduate provides a vote of thanks.
- The graduation closes with a chosen performance.

### 3. Roles, Responsibilities and Accountabilities

Overall responsibility for this policy resides with the Director.

The Academic Manager, Head of Teaching and Learning, and Administration Manager have specific responsibilities allocated to this policy.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.5.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 5. Recording and Reporting

All conferred awards are noted and archived in the appropriate record.

## 6. Related Documents

- Student Experience Policy.
- Teaching and Learning Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

N/A

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Graduation Policy	
ID	AP01-PP01-SP05	
Owner	Director	
Contributor	Academic Manager, Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Health and Safety Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for organisational workplace health and safety.

This policy applies to all stakeholders involved with GTB and includes the Administration Manager, the Director, staff, students, contractors, volunteers, and other participating parties.

### 2. Principles and Key Requirements

GTB recognises the moral and legal responsibility to provide a safe and healthy work, teaching, and learning environment for all staff, students, contractors, visitors, and the wider community.

This policy outlines the framework towards health and safety in the GTB workplace. It does not discuss student wellbeing – defined as wellness influenced by a multitude of variables outside the control of GTB – and instead focuses on the organisational provision of an environment that is free from harm. While there is cross-over between these areas, they are separated in the GTB policy framework due to the need for distinct responses to regulatory guidelines and service delivery. As such, for the organisational position on student welfare review the Student Welfare Policy, for sexual harassment review the Sexual Assault and Harassment Policy, and for serious health and safety incidents and reporting see the Critical Incident Management Policy.

The fundamental principles underpinning the GTB approach to health and safety are:

- Comply with all health and safety legislation, standards, and guidelines.
- Acknowledge that health and safety are integral to GTB business operations.
- Display leadership in health and safety matters.
- Foster a culture where health and safety are positively prioritised.
- Promote a safe environment on campus and in the online environment.
- Have zero tolerance towards bullying, sexual harassment, drug and alcohol use, or violence.
- Put in place processes to ensure the health and safety of staff, students, and visitors.

- Establish systems to adequately manage a response to a health and safety issue.
- Identify, assess, and control risks to health and safety.
- Where necessary, quality assure delivery partner's health and safety processes.
- Communicate health and safety information to staff and students.
- Provide the resources that are required to fulfil health and safety obligations.
- Provide access to student support services and prevention education programs.
- Manage unwell and injured staff and students to return safely to work and study.
- Regularly review, evaluate, and improve health and safety management processes.
- Incorporate health and safety objectives into risk management planning.

All staff, students, and visitors are requested to:

- Not endanger any person's health and safety.
- Obey any reasonable instruction aimed at protecting health and safety.
- Use any equipment provided to protect health and safety.
- Report health and safety hazards and provide feedback on health and safety matters.

### 3. Roles, Responsibilities and Accountabilities

The Administration Manager holds a pivotal role in implementing this policy as staff and students contact this individual for assistance during health and safety issues.

Responsibility for health and safety is shared by all staff and students and as such is a collaborative undertaking where every person plays a role in ensuring a safe GTB workplace.

Ultimately the Director holds accountability for a healthy and safe workplace for all staff and students.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.1.4, and 6.2.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.



## 5. Recording and Reporting

Health and safety issues are recorded within the critical incident register.

Reporting of health and safety issues occurs to operational and governance meetings regularly as a standing item.

## 6. Related Documents

- Critical Incident Management Policy.
- Equity and Diversity Policy.
- Information Systems Operations and Security Policy.
- Infrastructure Policy.
- Risk Management Policy.
- Sexual Assault and Harassment Policy.
- Student Experience Policy.
- Student Grievance Policy.
- Student Welfare Policy.
- Teaching and Learning Policy.

## 7. Policy Review

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

## 8. Appendix

Queensland Government (2022). Anti-Discrimination Act 1991.

<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-1991-085>

Queensland Government (2022). Work Health and Safety Act 2011.

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-018>

Queensland Government (2022). Workplace conditions, health, and safety.

<https://www.qld.gov.au/jobs/entitlements/whs>

Queensland Government (2022). Worksafe. <https://www.worksafe.qld.gov.au>

SafeWork Australia (2022). <https://www.safeworkaustralia.gov.au>

Tertiary Education Quality and Standards Agency (2018). Guidance Note: Wellbeing and Safety.  
<https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Health and Safety Policy	
ID	CP02-PP01-SP03	
Owner	Administration Manager	
Contributor	Director, All staff	
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	26 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 11 in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Health and Safety Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) workplace health and safety processes.

This procedure applies to all stakeholders at all levels of engagement with GTB and includes all staff, students, contractors, volunteers, and other participating parties.

### 2. Process and Key Control

Health and safety encompasses a broad range of potential areas, and therefore this procedure outlines two scenarios: (1) the process related to an infrastructural health and safety issue and (2) the process where the health and safety of people are threatened due to unsafe behaviour. In the latter instance there are three recommended actions in order of seriousness of the situation – informal grievance, formal grievance, and contacting law enforcement.

Where students have a grievance related to a health and safety issue all parties are required to ensure the issue relates to health and safety and not another area of concern such as teaching and learning or administration, where the Student Grievance Procedure is required.

#### *2.1. Infrastructure health and safety issue*

Infrastructure health and safety may include building or surrounding land defects, utility issues that render infrastructure or appliances unsafe, third-party safety and security items that may be defective, insufficient access to resources required to address a health and safety incident, and a variety of additional emergent issues. The procedure for addressing these is:

- A health and safety issue is identified.
- A GTB representative is notified, and the seriousness of the issue is assessed.
- A plan for resolution of the health and safety issue is created.

- If the issue is deemed as not serious, the necessary vendors or external contractors are contacted, and a time is made for the issue to be addressed.
- If the issue is deemed as serious the appropriate services are contacted, and the issue is addressed immediately.
- Resolution of the health and safety issue is confirmed, and the issue is closed.

## *2.2. Unsafe behaviour health and safety issue*

Unsafe behaviours include bullying, sexual harassment, and aggression and can occur between staff, staff, and students, and between students. These health and safety issues can be addressed informally, formally, or by law enforcement; will be subject to the principles of natural justice, and all parties involved will always maintain privacy and confidentiality.

### *2.2.1. Informal procedure in instances of unsafe behaviour*

- The individual who is subject to the unsafe behaviour raises an informal grievance through a meeting with a chosen GTB individual.
- The unsafe behaviour is defined and confirmed.
- If the behaviour is regarded as serious the recipient is advised to either enter a formal grievance procedure or is assisted to contact the police.
- In less serious instances, the chosen GTB individual meets separately with those involved, reviews the available information, and comes to a determination, which may include disciplinary action – see below.
- If this determination is agreed by all parties, then the matter is reported within internal GTB channels, recorded in the staff file or student record, and closed.
- If the chosen GTB individual is unable to resolve the issue, they may refer on to a senior manager who will determine an outcome, which may include disciplinary action – see below.
- If this determination is agreed by all parties, then the matter is reported within internal GTB channels, recorded in the staff file or student record, and closed.
- If the senior manager is unable to settle the complaint, they may refer the issue to a third party who is knowledgeable and experienced regarding the unsafe behaviour.
- The third party will reach a conclusion that will be regarded as final.
- Appeals to any outcome are available and follow the appropriate channels.

### *2.2.2. Formal procedure in instances of unsafe behaviour*

- The individual who is subject to the unsafe behaviour raises a grievance through written channels, which is escalated to the GTB Director.
- The unsafe behaviour is defined and confirmed.
- If the behaviour is regarded as serious the recipient is advised to either proceed with the formal grievance process or is assisted to contact the police.
- If a formal grievance proceeds, the individual against whom the grievance has been made is informed in writing.
- The Director meets separately with those involved, reviews the available information, and comes to a determination, which may include disciplinary action – see below.
- If this determination is agreed by all parties, then the matter is reported within internal GTB channels, recorded in the staff file or student record, and closed.
- All parties are informed of this outcome in writing.
- If the Director is unable to settle the complaint, they may refer the issue to a third party who is knowledgeable and experienced regarding the unsafe behaviour.
- The third party will reach a conclusion that will be regarded as final.
- Appeals to any outcome are available and follow the appropriate channels.

Disciplinary measures may include one or more of the following:

- Take no action and close the case.
- Requirement to participate in a consent and respectful relationships program.
- Enrolment suspension.
- Enrolment termination.
- Employment suspension.
- Termination of employment contract.
- Reporting the matter to police.

All parties will receive a written notification of the health and safety issue outcome and the rationale for the decision.

### 3. Key Requirements

- Clear channels of communication available between all users of GTB premises and services so health and safety issues can be identified and resolved quickly.
- Organisational responsiveness to identified health and safety issues.

### 4. Roles, Responsibilities and Accountabilities

The Administration Manager holds a pivotal role in implementing this procedure as staff and students contact this individual for assistance during health and safety issues.

Responsibility for health and safety is shared by all staff and students and as such is a collaborative undertaking where every person plays a role in ensuring a safe GTB workplace.

Ultimately the Director holds accountability for a healthy and safe workplace for all staff and students.

### 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.1.4, and 6.2.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 6. Recording and Reporting

Health and safety issues are recorded within the critical incident register. Reporting of health and safety issues occurs to operational and governance meetings regularly as a standing item.

### 7. Appendix

Queensland Government (2022). Work Health and Safety Act 2011.

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-018>

Queensland Government (2022). Workplace conditions, health and safety.

<https://www.qld.gov.au/jobs/entitlements/whs>

Queensland Government (2022). Worksafe. <https://www.worksafe.qld.gov.au>

SafeWork Australia (2022). <https://www.safeworkaustralia.gov.au>

Tertiary Education Quality and Standards Agency (2018). Guidance Note: Wellbeing and Safety.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Health and Safety Procedure	
ID	CP02-PP01-SP03-PR03	
Owner	Administration Manager	
Contributor	Director, All Staff	
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	27 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from 2020 Handbook. Refine content as necessary.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Information Systems Operations and Security Policy

### 1. Purpose and Scope

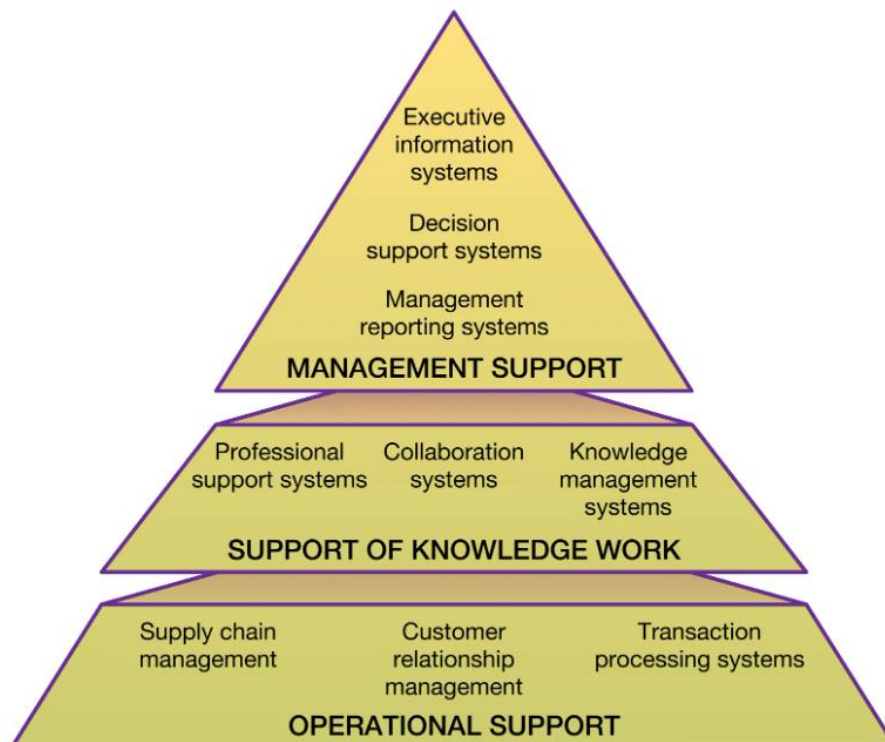
The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework towards the operations and security of information systems.

This policy applies to all users of GTB information systems.

### 2. Principles and Key Requirements

This policy outlines the framework that is applied to the operations and security of information systems at GTB.

Information systems store, manage, and share information and artefacts using computer hardware and software, cloud-based services, databases, telecommunications, and other peripheral equipment, with their structure pictured as (Encyclopædia Britannica 2022):





For GTB, information systems consist of the above, with specific reference to in-house internet connectivity, website, learning management system, library databases, and student records.

### *2.1. General information systems management*

An external consultant is contracted by GTB to provide oversight and management of the applied information system technology and to resolve any systems issues that may emerge. Several service providers are contracted to deliver specific resources in areas such as the learning management system, student records, internet provision, databases, and business reporting. The information systems operations and security principles applied at this general level are:

- Information systems use is strictly for information access and legitimate academic purposes.
- Information systems users are subject to relevant legislation and policies.
- Information systems users are responsible for maintaining username and password security.
- Information systems users are responsible for all activities performed using their account.
- Passwords and encryption are used to secure data.
- Service providers provide security and are available for support.
- Information systems user suspension, disabling or disconnection is permissible in instances of an immediate or foreseeable threat to the security of any or all information systems.

### *2.2. In-house internet connectivity*

GTB provides internet access to staff and students on premises, with the following principles underpinning this aspect of information systems:

- GTB attempts to ensure the online environment is safe, secure, and efficient.
- Users of the online environment are wholly responsible for their conduct and activities.
- All conduct in the online environment while using GTB resources is subject to potential disciplinary action if that conduct breaches expectations and policies. Examples of such misconduct may include:
  - Accessing the account of another without their knowledge or permission.
  - Defaming, harassing, abusing, or offending individuals or organisations.

- Accessing, downloading, distributing, storing, displaying, or creating content that is offensive, rude, gossip or rumour-spreading, racist, sexist, homophobic, belittling, bullying, threatening, unwanted, discriminatory, malicious, pornographic, or illegal.
  - Using the GTB name or logo without express permission.
  - Providing comment that appears to speak on the behalf of GTB.
  - Solicitations of commerce.
  - Tagging others or sharing posts without permission
- Students are informed of online conduct responsibilities during orientation and within the student handbook.
- Staff are informed of online conduct responsibilities during induction and within relevant professional development activities.
- Users of the online environment are responsible for any breaches of this policy.
- Monitoring, auditing and/or analysing of user activity is permitted.

### *2.3. Website*

GTB uses a cloud-based service with open access software as the website and content-building platform. An external expert is contracted to maintain and work on this site. The primary purpose of this website is representation and information delivery to prospective students and the public, with various compliance requirements met across this media. The following principles underpin the use of the website within the information systems structure:

- The website serves brand, marketing, and information repository purposes.
- GTB places documents and information on the website as per regulatory requirements.
- Most of the website is open to all users.
- The enrolled student area requires password access.
- Selected GTB staff have access to the back end of the website to access and alter content.
- User traffic data is collected as per the policy and mechanisms of the service provider.

### *2.4. Learning management system*

GTB utilises the services of a third-party provider to supply, service, and support the learning management system. All staff and students are provided with access to this system, with varying levels of authorisation enabled depending on individual roles. This system fulfills multiple

purposes including knowledge repository, communication platform, document and media exchange, grade delivery and receipt, and student progression monitoring. The following principles underpin this component of GTB information systems:

- GTB regards the learning management system as an efficient tool that successfully fulfils a complementary role alongside face-to-face educational delivery.
- Depth of access to the learning management system is dependent on the enrolment status of students and the requirements of staff.
- As per section 2.2 of this policy, good conduct and the avoidance of misconduct is required while utilising the learning management system.
- Support for, and security of, the learning management system is managed by the service provider. This includes all system updates.
- Students and staff are provided password access to the learning management system and are expected to maintain the security of this.
- User traffic data can be collected within the process of student progression monitoring and academic quality assurance, subject to the limitations imposed by the service provider.

#### *2.5. Library databases*

GTB utilises the services of select third-party providers to supply, service, and support the access of students and staff to library databases.

- All library database content is tailored to the knowledge needs of GTB.
- Third-party providers are responsible for database security and for supporting GTB in resolving any usage issues that may arise.
- GTB is subject to the digital management rights of content providers and cannot provide access over and above stipulated reading, download, and/or printing allowances.
- Students and staff are provided password access to databases and are expected to maintain the security of this.

#### *2.6. Student records*

GTB uses several third-party cloud-based systems for the storage of student records. The Student Records Management Policy provides greater detail on the management of this data,

with the following principles guiding this element of information systems operations within this policy.

- In terms of technology provision and cloud-based operation, third-party providers are responsible for student records security and for supporting GTB in resolving any usage issues that may arise.
- GTB applies password security at the in-house end of student records information within SharePoint, JR Plus, and TCSI.
- Select staff are provided password access to student records and are expected to maintain the security of this.

#### *2.7. Prohibited actions, misconduct, and disciplinary action*

Across all elements of GTB infrastructure systems the following is prohibited:

- Disclosure of password details.
- Exchanging confidential information.
- Creating, uploading, soliciting, linking, sending, or publishing obscene, indecent, profane, threatening, offensive, malicious, defamatory, discriminatory, or harassing content intended to disrupt, intimidate, harass, demean, harm, or coerce.

For any of the above, disciplinary action taken in the event of misconduct may include the following:

- For perceived breach of policy, user accounts may be suspended until the seriousness of the breach is determined.
- In known breaches, the following may occur:
  - Official warning.
  - Temporary suspension.
  - Expulsion.
  - Termination of employment contract.
  - Reporting the matter to police.

### 3. Roles, Responsibilities and Accountabilities

The GTB Director holds responsibility for this policy.

All GTB stakeholders are responsible for engaging in the safe, secure, and proper use of GTB's information systems.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.1.1, 2.1.2, 2.1.3, 2.3.4, 3.1.4, 3.3.1, 3.3.2, 3.3.3, 7.2.1, 7.2.2, 7.3.1, 7.3.2, and 7.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

- Recording of information management user issues are logged within the relevant student or staff file.
- Reporting of information management issues to governance occurs as required.

### 6. Related Documents

- Business Administration Policy.
- Critical Incident Management Policy.
- Health and Safety Policy.
- Infrastructure Policy.
- Marketing Policy.
- Operational Plan.
- Privacy Policy.
- Risk Management Policy.
- Student Experience Policy.
- Student Records Management Policy.
- Student Welfare Policy.

## 7. Policy Review

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

## 8. Appendix

Australian Government (2022). Archives Act 1983.

<https://www.legislation.gov.au/Details/C2021C00366>

Australian Government (2022). Freedom of Information Act 1982.

<https://www.legislation.gov.au/Details/C2022C00154>

Australian Government (2022). Online Safety Act 2021.

<https://www.legislation.gov.au/Details/C2022C00052>

Australian Government (2022). Privacy Act 1998.

<https://www.legislation.gov.au/Details/C2022C00199>

Encyclopædia Britannica (2022). Structure of organizational information systems.

<https://www.britannica.com/topic/information-system/Computer-software#/media/1/287895/55237>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Information Systems Operations and Security Policy	
ID	CP02-PP01-SP04	
Owner	Director	
Contributor	Academic Manager, Administration Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	24 <sup>th</sup> August 2022	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Infrastructure Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB's) framework for the management of physical, virtual, and human infrastructure.

This policy applies to all staff, students, and stakeholders at GTB.

### 2. Principles and Key Requirements

As a higher education provider GTB requires specific infrastructure to carry out and meet institutional objectives. All stakeholders of GTB engage with the provided infrastructure, and as such there is the need to ensure this infrastructure is efficient, fit-for-purpose, and sustainable.

This policy provides a framework for understanding, employing, and utilising the infrastructure that is provided and implemented by GTB, alongside describing the principles that underpin the ways strategic objectives and educational needs are met through this infrastructure.

The fundamental principles of infrastructure use at GTB are:

- Infrastructure meets economic and educational needs.
- Infrastructure meets environmental and sustainability needs.
- There is efficient, effective, and equitable space usage.
- Infrastructure sharing is required for effective delivery of strategic objectives.
- All infrastructure is aligned to and complies with relevant legislation and standards.
- All infrastructure is used in the manner intended.
- Infrastructure is not used for any unlawful purpose.
- All steps are taken to protect infrastructure from damage, theft, or loss.
- Use of infrastructure will not jeopardise GTB's reputation, community, or the environment.
- Infrastructure is maintained and appropriately disposed.

### *2.1. Physical and virtual infrastructure*

The physical and virtual infrastructure are the fundamental elements required for the effective delivery of the constitutional purpose of GTB – higher education. Physical and virtual infrastructure can be divided into the components of physical space and building needs for the former and electronic and outsourced services for the latter.

Physical infrastructure can be defined as consisting of the following:

- Student space (lecture and tutorial rooms, common rooms, rugs).
- Staff space (offices, meeting rooms, bookshelves).
- Reception space (seating, desks, storage, etc).
- Ergonomic furniture (tables, desks, seating, standing workstations, footstools).
- Stationary and filing storage.
- Library space (bookshelves, learning resources, filing management system).
- Amenities space (kitchen, tearooms, washrooms, etc).
- Kitchen equipment.
- Cleaning and waste equipment storage.
- Maintenance equipment storage.
- Rubbish and recycling bins.
- Art and cultural works.
- Plants and containers.
- Whiteboards.
- Noticeboards.
- Air-conditioning.
- Emergency equipment (smoke detectors, sprinklers, fire extinguishers).
- Car parking.

Physical infrastructure aspects may extend beyond this listing. These elements represent the space and tools that enable GTB to locate and provide essential services to students and staff.

Virtual infrastructure can be configured in various ways, depending on business needs, with essential requirements being connectivity, reliability, currency, scalability, and delivery of curriculum. Virtual infrastructure can be defined as consisting of the following:



- High speed broadband network connection.
- Wi-fi routers.
- Computer hardware.
- Printers.
- Video screens.
- Microphones.
- Telecommunications/phone system.
- Cabling.
- Data management and storage.
- Offsite data backup.
- Identity and access management.
- GTB website.
- Online lecture-delivery software.
- Moodle learning management system.
- Integration of Moodle/JR Plus/TCSI/Xero for administrative efficiencies.
- Office 365 and Sharepoint for shared staff usage.
- A variety of external cloud-based service provision.

Virtual infrastructure aspects may extend beyond this listing. These elements represent the tools and services that facilitate the delivery of educational and administrative services to students and staff.

## *2.2. Human infrastructure*

Students and staff are GTB's human infrastructure, with this social element of the organisation interacting with the physical and virtual infrastructure in their daily work. For the purposes of this policy, human infrastructure can be defined as consisting of the following:

- Lifeworld.
- Personality.
- Interpersonal communication.
- Personal safety and wellbeing
- Leadership.
- Management.

- Teamwork.
- Fluidity of the interface between humans and the physical and virtual infrastructure.

Human infrastructure aspects may extend beyond this listing. This represents a selection of the common elements that are encountered between humans and humans and between humans and their physical and virtual worlds. It is the successful integration of these that create a well-functioning infrastructure for GTB.

### *2.3. Infrastructure sustainability*

Embedding sustainability concepts and actions across all levels of infrastructure contributes to viable relationships, a reduced carbon footprint, multiple cost efficiencies, and a thriving work and study environment. For example, an operational infrastructure applying the principles of diversity and equity and utilising low-carbon technologies, recycled materials, and resource and waste minimisation creates a nourishing setting.

### *2.4. Infrastructure maintenance and disposal*

GTB senior management oversee infrastructure to ensure it is fit for purpose and, as able, they implement measures to safeguard physical and virtual infrastructure from harm and misuse. This occurs through the following:

- Maintenance and remediation of infrastructure occurs in an ongoing manner.
- Specialist advice may be sought to determine whether infrastructure is fit for purpose.
- Where infrastructure is no longer fit for purpose, efforts to repair, replace, or procure a suitable alternative are made.
- Obsolete infrastructure is decommissioned and disposed of in an environmentally friendly manner.
- In instances of IT and records/document archive disposal, all contained information is rendered illegible, inaccessible, and irretrievable.

## **3. Roles, Responsibilities and Accountabilities**

Responsibility for this policy resides with the GTB Director.

All staff, students, and stakeholders are responsible and accountable for their use of GTB infrastructure.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.1.1, 2.1.2, 2.1.3, 2.3.4, and 6.2.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

Recording of issues with any aspect of GTB infrastructure occurs within the relevant operational area.

Reporting of infrastructure issues occurs to the Corporate Governance Body and/or the Academic Governance Body as required.

#### 6. Related Documents

- Academic Staff Employment and Management Policy.
- Business Administration Policy.
- Critical Incident Management Policy.
- Health and Safety Policy.
- Information Systems Operations and Security Policy.
- Risk Management Policy.
- Student Experience Policy.
- Student Welfare Policy.
- Teaching and Learning Plan.
- Use of Business Premises Policy.

## 7. Policy Review

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

## 8. Appendix

Daigneau, W. A., Mattsson, J. I., Foucault, J. P., Rushforth, J., & Yelland, R. (2000). *The Changing Infrastructure of Tertiary Education*. OECD/PEB Exchange, Programme on Educational Building. [https://www.oecd-ilibrary.org/the-changing-infrastructure-of-tertiary-education\\_519lqxf685tc.pdf](https://www.oecd-ilibrary.org/the-changing-infrastructure-of-tertiary-education_519lqxf685tc.pdf)

Gulua, E. (2020). Management of Process and Infrastructure in Higher Education Institution. *European Journal of Interdisciplinary Studies*, 6(1), 31–57. <https://doi.org/10.26417/ejis-2019.v5i1-275>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Infrastructure Policy	
ID	CP02-PP01	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	15 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Intellectual Property Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the protection of intellectual property.

This policy applies to all staff and students at GTB.

### 2. Principles and Key Requirements

GTB recognises the ethical and moral aspects of knowledge creation and the potential for the sharing and commercialisation of Gestalt Therapy information and learning. Because of this GTB implements an intellectual protection framework that guides knowledge rights decision-making, and this policy outlines this framework and serves as guidance for GTB intellectual property issues.

The fundamental principle underlying this policy is the recognition of the ownership status of intellectual property and its identification, protection and, where appropriate, commercial development. As such, this policy discusses intellectual property entitlements, responsibilities, and distribution of proceeds that may emerge from commercialised intellectual property.

#### *2.1. Student intellectual property*

Unless authorised in a separate agreement:

- GTB acknowledges and upholds the moral rights of students as creators of intellectual property and acknowledges the right of students to object to inappropriate or derogatory use or treatment of this intellectual property.
- GTB does not assert ownership of intellectual property created by students during their studies, except where a supervisor has made a significant contribution to the creation of the intellectual property.
- Students may be required to assign ownership rights as a condition of project involvement.

- If a student is also employed as a staff member and the intellectual property emerges from their employment tasks, staff intellectual property rights will apply.

### *2.2. Staff intellectual property*

- GTB owns all intellectual property originated by staff developed during employment.
- The originator of teaching materials has a non-exclusive, non-transferable, free license to use this material for personal teaching, education, scholarship, or research purposes at other educational institutions provided they do not sub-license or assign these materials or receive royalties or license fees.
- If a staff member wishes to use intellectual property created by them but owned by GTB, they may apply for permission to grant a license for use.
- GTB does not assert any intellectual property ownership arising from staff scholarship.

### *2.3. Commercialisation of intellectual property*

- Originators of intellectual property must ensure records and documentation are appropriately created and maintained.
- GTB encourages the creation, sharing and commercialisation of knowledge and will distribute the net financial proceeds of any intellectual property it commercialises with its originator on an equal basis.
- Where there is more than one originator, the portion due to originators will be distributed equally among them, unless agreed otherwise by all originators in writing.
- GTB will inform originators within twelve months of the initial disclosure if it intends to commercialise the intellectual property. If no decision is made within this time this option lapses and the originators may commercialise as they see fit.
- GTB will not commercialise intellectual property developed using cultural and traditional knowledge without approval and inclusion from the holders of that knowledge.

### *2.4. Course material intellectual property*

- GTB has intellectual ownership of all course material delivered by the institution. This material is not to be distributed to other parties unless there is agreement to share.

- This is particularly relevant to situations of benchmarking, where course content will be sent to another institution as part of a benchmarking memorandum of understanding.
- All shared content remains the intellectual property of GTB under these, and any other, such agreements.

#### *2.5. Dispute regarding intellectual property*

- Disputes regarding intellectual property are addressed firstly via informal discussion. If this does not lead to resolution, the second step will involve mediation. If this fails, the dispute will be resolved through arbitration, which will be binding on all parties.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 5.2.2. 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

Recording of intellectual property issues will reside with the relevant student or staff file.

In instances of commercialisation initiatives, accurate record creation and keeping must occur.

### 6. Related Documents

- Academic Staff Employment and Management Policy.
- Information Systems Operations and Security Policy.
- Risk Management Policy.

## 7. Policy Review

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

## 8. Appendix

Australian Government (2016). IP Australia: Understanding IP.

<https://www.ipaustralia.gov.au/understanding-ip>

National Tertiary Education Union (2022). Intellectual Property FAQ.

<https://www.nteu.org.au/policy/research/ip>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Intellectual Property Policy	
ID	CP02-PP01-SP07	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025



## Library Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the delivery of student library and academic resource services.

This policy applies to all stakeholders involved with library functions at GTB and includes all staff and students.

### 2. Principles and Key Requirements

GTB is committed to the development of students by providing resources that meet the academic needs of those enrolled in Gestalt Therapy courses. A core component of this resource delivery centres on access to a variety of knowledge sources through library holdings, which represent hard-copy and virtual collections of literature, multimedia and databases that facilitate the learning needs of students. This policy discusses the library collection, the resources that are available external to this collection, library loan management, and user penalties.

#### *2.1. Library collection*

There are three (3) main elements to the library collection:

- Frozen collection – items that must remain on GTB premises and cannot be borrowed.
- Borrowing collection – items that can be removed from GTB premises and can be borrowed.
- Electronic databases – items that are accessible via the internet and able to be viewed/borrowed/downloaded, dependent on provider terms of service.

The library collection is collaboratively developed between academic staff who - with reference to student feedback, librarian advice, course reading requirements, budgetary elements, and the direction and priority of library growth - determine resources to be purchased. The Library

User Guide and select tutorials located on the learning management system assist in explaining student access and the efficient use of the collection.

## *2.2. Resources external to the library collection*

GTB is a small educational provider and is unable to provide extensive resourcing across all areas of student interest. Because of this there is the need for students to access material external to the GTB library at select times in their educational journey. This is clearly communicated to students, who are directed to external content sources such as:

- Internet
- Open Access literature
- State libraries
- Enrolment in university libraries
- Student membership of professional associations
- Fee-paying databases external to those offered free of charge through GTB

The choice to access and utilise these sources is a student decision and may incur cost. GTB offers a limited budget to each student to provide a financial contribution towards meeting these external resourcing expenses. The budgeted amount is determined annually in line with business expenditure and is associated with the following:

- Purchase of content external to GTB library offerings.
- University, or other, library subscription fees.
- Association student membership fees to receive a journal subscription.
- Access to paywalled content in any media.
- Other approved educational development purchases.

GTB may source the content that is requested by the student - upon completion of a reimbursement application form - and purchase this from the reserved fund, provide this to the student, and maintain a copy of this resource within the library for wider use.

### *2.3. Library loans*

All enrolled students are automatically classified as library members and can borrow a maximum of the following at any one time:

- Three (3) Gestalt Therapy specific items.
- Three (3) non-Gestalt Therapy specific items.
- Three (3) journals or sets of photocopied material.

A fundamental principle of the library system at GTB is one of honesty, trust, and care. Resources are checked out by students who are entrusted with their care and with the responsibility to return loaned items by the due date in good condition. The library utilises a card system where users record their name and the date that they borrowed the item.

- All loans are for a period of four (4) weeks, or in specific circumstances up to six (6) weeks if the period between one tuition weekend and another is >28 days.
- Renewals or extensions can occur only once and only if the material is not reserved.
- Renewals or extensions are sought at [library@gestalttherapybrisbane.qld.edu.au](mailto:library@gestalttherapybrisbane.qld.edu.au).
- Requests must be submitted prior to the due date of return.

### *2.4. Library user penalties*

Loan periods must be followed, otherwise penalties are imposed, which are:

- Checking out more than the maximum number of items from the library will incur a fine of \$8.00 per item above the limit to ensure resources remain available to all.
- If items are identified as overdue past their return date, a notice and invoice will be issued.
- A fine of \$8.00 for each overdue item will be imposed for an initial four (4) week timeframe. This provides a reasonable period for the items to be returned. At this point borrowing privileges are suspended until the items are returned and checked back into the library.
- If the items are not returned within the initial period the fine will increase to \$16.00 for each item borrowed for a further four (4) week period, making a total of eight (8) weeks overdue.

- After this timeframe the book is classified as lost and is charged at replacement cost. An invoice is issued for the cost of the resource *and* the \$16.00 late return fee. This charge must be met even if the book is located after this time.

All library fees are to be paid before progression into a subsequent year or prior to receiving a Statement of Attendance, Academic Record or Academic Award. Fees may be waived in instances of compassionate or special circumstances. This decision is made on a case-by-case basis and may be determined on the presentation of a specified set of evidence that explains circumstances.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for this policy and for maintaining oversight of library operations at GTB. Additional responsibilities and accountabilities include the Head of Teaching and Learning, Librarian, Administration Manager, and students who utilise library services.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.3.1, 3.3.2, and 3.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Library activity is recorded within reporting received from database providers. Reporting of library issues occurs from the librarian and/or the Administration Manager to the Academic Manager and on to the Academic Governance Body as needed.

Library expenditure is reported to the Corporate Governance Body annually within the Directors financial reporting.

## 6. Related Documents

- Copyright Policy
- Information Systems Operations and Security Policy
- Library User Guide
- Teaching and Learning Policy
- Use of Business Premises 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 and Standards Agency (2017). Guidance Note: Staffing, Learning Resources and Educational Support. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Library Policy	
ID	AP01-PP01-SP06	
Owner	Academic Manager	
Contributor	Director, Head of Teaching and Learning, GTB Librarian, 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	14 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 7 in 2020 Handbook. Refine content.

3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Marketing Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for distribution of the public representation of the institution.

This policy applies to all staff and students at GTB.

### 2. Principles and Key Requirements

GTB is committed to safeguarding the interests of students through enabling informed decisions about study choices. Marketing material is the public representation of GTB and is presented in line with the values of the organisation in ways that are ethical and compliant. The following principles frame the delivery of information within all marketing material.

- Marketing provides accurate and truthful information about every aspect of education at GTB and does not omit information that would otherwise influence a decision to study.
- GTB markets its courses based on the quality of the education and student experience.
- Students considering a place in a course of study are fully informed about the nature of the course, the mode of delivery, and the environment in which it is delivered.
- Fees and charges are wholly and truthfully reflected in marketing material.
- A disclaimer is published stating that marketing information is true at the time of publication
- Marketing information includes contact details for students to verify quoted fees and charges.
- No gifts or inducements are offered within the student recruitment process.

Publicly available information about GTB includes:

- Relevant information regarding GTB.
- Higher education courses on offer, with all relevant details.
- Admissions information.

- Fee information.
- Policies and procedures.
- Student support services.
- Student profile.
- Staff profiles.

If advertising material no longer reflects current operations, the distribution of such content is removed from the public domain as soon as is reasonably possible.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

All marketing information is reviewed annually and finalised prior to enrolments opening for the following year.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.2.1, 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

Marketing material is recorded in relevant locations and is used for continuous improvement.

Reporting of marketing issues occurs to the Corporate Governance Body as needed.

### 6. Related Documents

- Business Administration Policy.
- Business Plan.
- Operational Plan.



## 7. Policy Review

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

## 8. Appendix

Chapleo, C., & O'Sullivan, H. (2017). Contemporary thought in higher education marketing. *Journal of Marketing for Higher Education*, 27(2), 159-161.  
<https://www.tandfonline.com/doi/full/10.1080/08841241.2017.1406255>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Marketing Policy	
ID	CP02-PP01-SP08	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Moderation Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the moderation of assessment within delivered education programs.

This policy applies to all stakeholders involved with course delivery and assessment at GTB and includes all academic staff.

### 2. Principles and Key Requirements

Moderation is an academic judgment method used to quality assure assessment practice through the sharing and comparison of assessment methodologies between internal and external colleagues. This is a deliberate process that is defined in the following ways:

Moderation involves teachers in discussion and debate about their interpretations of the quality of student work situated within a particular context. These processes require teachers to articulate their interpretations of the assessment criteria and standards in terms of a grade, or a particular standard assigned to student work, or a portfolio of evidence (Adie & Klenowski, 2016).

The purpose of moderation is to ensure that teachers are making consistent judgments about standards. In order to do this, they have to have a shared understanding about the expectations for each standard so that a particular level of achievement (for example, a Credit) is awarded to student responses with the same characteristics, regardless of who marks/grades them. Moderation is an essential part of ensuring integrity in assessment tasks. It is through this process, particularly at the assessment design and point of assessment stages, that issues of assessment validity and reliability are identified and improved (University of Tasmania, 2022).

Moderation is not to be conflated with benchmarking, which is discussed in a separate policy. Although moderation and benchmarking overlap and assessment moderation can be perceived as a form of benchmarking, in effect the two are distinct processes. Assessment moderation is granular and can be conducted internally and externally, whereas benchmarking is generally undertaken at a more global level across multiple aspects of business operations with partners who are external to the institution.

Moderation at GTB is based in principles that aim to ensure:

- Assessment contributes to the development of graduate attributes.
- Assessment reflects subject learning outcomes.
- Assessment tasks are appropriate.
- Assessment weighting is appropriate.
- Assessment grading is appropriate.

These principles are applied within all moderation at GTB. Further detail on typologies of moderation and their implementation are found within the Moderation Procedure.

### 3. Roles, Responsibilities and Accountabilities

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

Additional responsibilities and accountabilities include the Head of Teaching and Learning who manages moderation processes and all academic staff who interact with moderation.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 5.3.1, 5.3.2, and 5.3.4 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Internal and external moderation is recorded within specific files and folders in the appropriate section of the GTB document management system.

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

## 6. Related Documents

- Assessment Policy
- Benchmarking Policy
- Course Lifecycle Management Policy
- 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

Adie, L., & Klenowski, V. (2016). Moderation and assessment. In Peters, M., A. (ed.) *Encyclopedia of Educational Philosophy and Theory*. Springer. [https://doi.org/10.1007/978-981-287-532-7\\_393-1](https://doi.org/10.1007/978-981-287-532-7_393-1). Available from: <https://eprints.qut.edu.au/98435/3/98435.pdf>

Tertiary Education Quality Standards Agency (2017). Academic Quality Assurance. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-quality-assurance>

University of Tasmania (2022). What is moderation for? <https://www.teaching-learning.utas.edu.au/assessment/moderation>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Moderation Policy	
ID	AP01-PP01-SP07	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	6 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 6C in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Moderation Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes for the moderation of assessment within education programs.

This procedure applies to all stakeholders involved with course delivery and assessment at GTB and includes all academic staff.

### 2. Process and Key Control

The process of moderation at GTB is:

- Moderation is an anonymous process where students are deidentified and the moderator identity is undisclosed.
- Academic judgment is applied to determine the accuracy of grade allocations.
- Moderation planning is recommended to timeline and track completion.
- Moderators are provided with a moderation audit form, subject outline, assessment instructions, assessment task, marking rubric and any other associated materials.
- If discrepancies are detected during moderation these are discussed between the marker and moderator and adjustments are collaboratively made.
- If agreement cannot be reached between the marker and moderator a second moderator is consulted in an adjudicator capacity.
- Where a systemic issue is detected in post-assessment moderation, any recommended adjustments are made for all students who attempted the assessment.

#### *2.1. Pre-Assessment Moderation*

Assessments are selected and subject to moderation prior to their delivery. At least two people are involved in this process, which can be conducted collaboratively or independently. Sample size is 10% of the total number of assessments across a course annually.

## *2.2. Post-Assessment Moderation*

At least two people are involved in post-assessment moderation, which can be conducted collaboratively or independently through either of the following methods:

- Second marking - involves the grading of assessments as per normal by the marker and then a moderator reviewing these grades.
- Double marking – involves a first marker and a moderator independently grading assessments and then comparing results and resolving discrepancies.

A sample size of 10% of the total number of assessments, or in cohorts of ≤50 students five (5) assessments, are recommended for moderation. This sample should include fails and high distinctions alongside marks on the borders of grade bands, particularly pass/fail.

Post-assessment moderation is completed and returned within five (5) working days after moderator receipt of assessments.

## *2.3. External Moderation*

External moderation aims to ensure assessment reliability with institutions delivering comparable subjects and courses. A chosen institution and external moderators are contacted, approached, and if amenable, are appointed for a period of up to two (2) years. Reciprocity with the participating institution is advocated as a collegial responsibility and confidentiality and intellectual property are documented within moderation agreements.

External moderation consists of review of two (2) summative assessments containing a sample of student achievement across all grade bands from two (2) subjects annually. This takes place after grades are released, meaning student marks are not affected. Rather, feedback from external moderation is integrated into continuous improvement processes so assessment can be improved.

External moderation is to be completed and returned within twenty (20) working days after moderator receipt of assessments.

### 3. Key Requirements

Deidentification of assessments is absolutely necessary in the moderation process.

All moderation paperwork is collated and stored with subject and course data as appropriate.

### 4. Roles, Responsibilities and Accountabilities

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

Additional responsibilities and accountabilities include the Head of Teaching and Learning who manages moderation processes and all academic staff who interact with moderation.

### 5. Monitoring, Review and Assurance

This policy meets the requirements of section 5.3.1, 5.3.2, and 5.3.4 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 6. Recording and Reporting

Internal and external moderation is recorded within specific files and folders in the document management system.

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

### 7. Appendix

Adie, L., & Klenowski, V. (2016). Moderation and assessment. In Peters, M., A. (ed.) *Encyclopedia of Educational Philosophy and Theory*. Springer. [https://doi.org/10.1007/978-981-287-532-7\\_393-1](https://doi.org/10.1007/978-981-287-532-7_393-1). Available from: <https://eprints.qut.edu.au/98435/3/98435.pdf>



Beutel, D., Adie, L., & Lloyd, M. (2017). Assessment moderation in an Australian context: processes, practices, and challenges. *Teaching in Higher Education*, 22(1), 1-14.

Tertiary Education Quality Standards Agency (2017). Academic Quality Assurance.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-quality-assurance>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Moderation Procedure	
ID	AP01-PP01-SP07-PR04	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	6 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy 6C in 2020 Handbook. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Orientation Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the delivery of orientation to students.

This policy applies to all staff and students at GTB.

### 2. Principles and Key Requirements

GTB is focused on the student experience and delivers quality engagement and involvement for students throughout their studies. A formative element of the student experience is orientation, which is an important event and a pivotal transition point that prepares students for the learning and the community they engage with throughout their time at GTB. This policy describes the framework and delivery of this introduction to student life, with the fundamental principles of orientation at GTB being:

- Orientation is an obligatory event for all new students at GTB.
- Orientation facilitates a successful commencement for those studying at GTB.
- Orientation contributes to social, cultural, and academic integration.
- A central aspect of orientation is to engender a sense of community and belonging.
- Orientation introduces the institution, the academic experience, fellow students, and staff.
- Orientation introduces the concept of self-directed learning embedded in responsibility for one's own academic progress.
- Orientation initiates the process of orienting students towards realising their roles and responsibilities and to accepting the part they play in their own academic success.
- Those new students who may have a valid reason for not attending orientation will receive the same information as those who are present, which ensures collective familiarity with GTB student life.
- Orientation programs can take place within the learning management system, on-site at GTB's campus, or can be a blend of these.
- Orientation is subject to evaluation and feedback as part of continuous improvement.

The orientation program includes:

- Overview.
  - Orientation may be conducted in-person and/or in the virtual environment.
  - Introduction to the mission, values, structure, and staff of GTB.
  - The importance of relationships for success and wellbeing.
  - The importance of a sense of community and belonging.
  - Discussion on the need to take responsibility for one's own study and progress.
  - Discussion on student engagement with peers, staff, and community.
  - Description of student obligations under the relevant legislation.
  - Information available on the website, including the policy handbook.
- Student Support.
  - Description of the range of support services available to students.
  - Relevant contact information for academic and administrative staff.
  - Information regarding access to emergency and health services.
  - General student welfare information.
  - Services for those with special needs.
  - Information on IT services.
  - Academic support mechanisms.
  - Student reps and their role.
  - Peer support.
  - Specific policy review.
    - Academic Freedom Policy.
    - Academic Integrity Policy.
    - Academic Skills Development Policy.
    - Equity and Diversity Policy.
    - Sexual Assault and Harassment Policy.
    - Student Grievance Policy.
    - Student Representation Policy.
    - Student Welfare Policy.
- General academic information.
  - Overview of GTB Graduate Attributes.
  - Overview of GTB teaching and learning.
  - Discussion on the basics of academic thinking and academic conduct.

- Discussion on self-directed learning.
  - Assessments, including extension and special consideration mechanisms.
  - Discussion on course progression and deferral and withdrawal mechanisms.
  - Review of the learning management system.
  - Review of the library and databases.
- Course information.
  - Introduction to the relevant Year Coordinator.
  - Review of course and unit content.
  - Review of timetabling.
- Q and A session to provide students the opportunity to ask questions.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for the development and implementation of orientation programs rests with the Academic Manager and Head of Teaching and Learning, working in liaison with academic staff.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.3.1, 2.3.1, 2.3.2, 2.3.3, 2.3.4, and 5.2.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Orientation is subject to continuous improvement and any emergent issues requiring attention are recorded within an orientation work file and reported to the Academic Governance Body as needed.

### 6. Related Documents

- Student Experience Policy.
- Teaching and Learning Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Colucci, R. L., & Grebing, R. E. (2020). The impact of an online orientation program on student success at a community college. *Journal of College Orientation, Transition, and Retention*, 27(1).

Robinson, D. A. (1996). Orientation programs: A foundation for student learning and success. *New Directions for Student Services*, 75, 55-68.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Orientation Policy	
ID	AP01-PP01-SP15	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
1.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Privacy Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) engagement with information privacy and confidentiality.

This policy applies to all stakeholders involved with the handling of information and includes all staff, third parties interacting with information, and those who provide information to GTB.

### 2. Principles and Key Requirements

GTB abides by privacy regulations and confidentiality guidelines, and this policy reflects the legal requirements of GTB as an Australian Higher Education Provider. Additional to these requirements are professional association guidelines related to ethics and confidentiality; and these are integrated throughout this policy.

#### *2.1. Personal Information*

As part of normal operations GTB may collect personal information, including sensitive information. This encompasses information not in the public domain that can identify and be associated with an individual. This may include but is not limited to email address, home address, telephone number, date of birth, marital status, next of kin, religious affiliation, philosophical beliefs, trade union membership, criminal record, salary, enrolment, academic performance, personal welfare, library borrowings, visual and/or audio recordings, and more. Individuals from whom information is likely to be collected may include:

- Students
- Prospective students
- Alumni
- Individuals related to or associated with students
- Guest clients

- Individuals accessing offered services
- Individuals accessing events
- Employees
- Employee applicants
- Contractors
- Governance members
- Therapists
- Visitors
- Volunteers
- Doners

## *2.2. Collection and Use of Personal Information*

Personal information is collected for a variety of reasons related to the educational operations and legal and regulatory obligations of GTB as an Australian Higher Education Provider. This information is collected by fair and lawful means from the individual to whom the information relates and is directly associated with the purpose, function, and operations of GTB.

## *2.3. Disclosure of Personal Information*

The core principles underlying the privacy and confidentiality of personal information are that:

- GTB will not collect any personal information without consent.
- Consent will be sought if any personal information is to be used for purposes other than normal operations.

Disclosure of personal information may occur when:

- Consent for such disclosure is sought and provided
- Legal obligations require disclosure.
- Personal information is required for the primary purpose such as government department and/or agency reporting.
- Personal information is required for a secondary purpose such as providing services or facilities.

- Collaborating parties require information to perform their function.
- External service providers require information to successfully deliver services to GTB.
- An emergency contact or nominated individual is required to be contacted in the case of an emergency.

GTB is unable to assume any duty to a student in connection with the disclosure of information by another student and will endeavour to emphasise to all students the necessity for privacy and confidentiality.

#### *2.4. Deposition of Personal Information*

Storage of personal information will occur within protected repositories with limited access that are regularly assessed for security. This information is held for the legally required time-period, after which the information in question may be safely disposed.

#### *2.5. Personal Information Requests, Access, and Complaints*

Any individual may request access to their personal information at any time. Such requests will be fulfilled unless there is a legal basis to not provide access.

Individuals may request correction, transfer, or destruction to their personal information at any time. These requests must be in writing and are to be fulfilled in fourteen (14) days in line with legal obligations to records and archives management.

In a student feels a complaint about privacy at GTB is necessary, they are directed to the Student Grievance Policy. If an individual other than a student feels a complaint is necessary, they are requested to approach the delegated GTB individual in an informal manner to resolve the complaint.

#### *2.6. Website, Learning Management System, and Internet Privacy*

GTB utilises digital cookies on its website and purpose-specific software within the learning management system to monitor traffic. These record limited information related to visitor details and activities and are managed within the principles outlined within this policy.



Applications associated with computer and internet services used by GTB may harvest analytical information that is utilised by third parties. This collection of information is outside the control of GTB and is governed by the Privacy Act 1988.

### 3. Roles, Responsibilities and Accountabilities

The administrative manager is responsible for this policy and for maintaining oversight of privacy at GTB.

Additional responsibilities and accountabilities include staff and students who interact with personal information of any type.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 7.3.3 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Reporting of privacy matters occur from the Administration Manager or Academic Manager to the Director, the Corporate Governance Body or the Academic Governance Body as necessary.

### 6. Related Documents

- Admissions Policy
- Business Administration Policy
- Information Systems Operations and Security Policy
- Professional Association Accreditation Policy
- Student Experience Policy
- Student Grievance Policy
- Student Records Management Policy
- Student Welfare Policy

## 7. Policy Review

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

## 8. Appendix

Archives Act 1983 (Cth) <https://www.legislation.gov.au/Details/C2021C00366>

Australian Department of Education (2024). Higher Education Data Protocol.

<https://www.education.gov.au/download/1547/higher-education-data-protocols/36808/document/pdf>

Australian Department of Education (2025). Privacy Requirements.

<https://www.education.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021/40-privacy-requirements>

Higher Education Provider Guidelines 2012

[https://www.legislation.gov.au/Details/F2022C00479/Html/Text#\\_Toc93391329](https://www.legislation.gov.au/Details/F2022C00479/Html/Text#_Toc93391329)

Higher Education Support Act 2003 (Cth)

<https://www.legislation.gov.au/Details/C2022C00005>

Office of the Australian Information Commissioner (2025). Australian Privacy Principles

Guidelines. <https://www.oaic.gov.au/privacy/australian-privacy-principles/australian-privacy-principles-guidelines>

PACFA Code of Ethics: [https://www.pacfa.org.au/common/Uploaded%20files/PACFA-Code-of-Ethics-2017%20\(6\).pdf](https://www.pacfa.org.au/common/Uploaded%20files/PACFA-Code-of-Ethics-2017%20(6).pdf)

Privacy Act 1988 (Cth) <https://www.legislation.gov.au/Details/C2022C00135>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Privacy Policy	
ID	CP02-PP02-SP06	
Owner	Administration Manager	
Contributor	Academic Manager, Director	
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	17 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 2A and 2B in 2020 Handbook. Refine content as necessary.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. References updated.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## **Professional Association Accreditation Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) engagement with professional association accreditation.

This policy applies to all stakeholders involved with course delivery and includes staff, students, and relevant members of professional associations.

### **2. Principles and Key Requirements**

GTB delivers postgraduate education and is approved by the national regulator to confer Graduate Certificate in Gestalt Therapy and Master of Gestalt Therapy qualifications. These qualifications are designed to meet professional association accreditation standards, with the principles underlying engagement with such accreditation including:

- Deliver courses that align to established education training standards
- Provide students with a pathway to registration for professional practice.
- Provide discipline-specific professional benchmarking
- Abide by a discipline-specific code of conduct for students and educators
- Engage with the wider psychotherapy and counselling community

Currently the Psychotherapy and Counselling Association of Australia (PACFA) accredit GTB courses, and as such GTB is guided by the following:

- PACFA Code of Ethics
- PACFA Code of Good Governance
- PACFA Complaints Process
- PACFA Training Standards

Weblinks for these documents are provided in the appendix.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for this policy and for ensuring accreditation requirements are upheld in relation to GTB courses and prescribed professional association education standards.

Additional responsibilities and accountabilities include academic staff and educators who are required to understand, communicate, and embody professional standards.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.4.2 and 3.1.5 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

Professional association accreditation occurs in time-based cycles and regular engagement with the accreditation process and associated education standards is necessary.

### 5. Recording and Reporting

All communications related to professional association accreditation are accurately recorded and the relevant documents are kept in a secure location that is accessible to the appropriate stakeholders.

Reporting of professional association accreditation matters occur from the academic manager to the Gestalt Education Processes Committee, the Academic Governance Body, the Director, and the student body as necessary.

### 6. Related Documents

- Course Lifecycle Management Policy
- Course Lifecycle Management Procedure
- Quality Assurance Framework

- Teaching and Learning Plan

## 7. Policy Review

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

## 8. Appendix

PACFA: Psychotherapy and Counselling Association of Australia: <https://www.pacfa.org.au>

PACFA Code of Ethics: [https://www.pacfa.org.au/common/Uploaded%20files/PACFA-Code-of-Ethics-2017%20\(6\).pdf](https://www.pacfa.org.au/common/Uploaded%20files/PACFA-Code-of-Ethics-2017%20(6).pdf)

PACFA Complaints Process: <https://pacfa.org.au/Portal/Community/Ethical-grievance-complaint.aspx>

PACFA Training Standards:

<https://pacfa.org.au/common/Uploaded%20files/PCFA/Documents/Documents%20and%20Forms/PACFA-Training-Standards-2020.pdf>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Professional Association Accreditation Policy	
ID	AP01-PP01-SP08	
Owner	Academic Manager	
Contributor	Director	
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	07 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 1 in 2020 Handbook. Change title from unnamed policy to Professional Association Accreditation Policy.

		Enlarge from PACFA-only to professional associations in general to allow flexibility. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Risk Management Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) application of the risk management framework element of the GTB Risk Management Plan.

This policy applies to all employees and to other parties conducting business on behalf of or acting as a representative of GTB across all strategic, academic, and operational activities.

### **2. Principles and Key Requirements**

This policy lays out the principles that GTB applies to identify, assess, categorise, rate, manage and mitigate risk and optimise safety, compliance, and operational effectiveness. These principles are:

- All stakeholders support a risk-aware culture.
- GTB applies sound risk management practice.
- Business plans and data integrate risk management.
- Risks are assessed against the risk assessment matrix.
- Inherent risks are identified, analysed, treated, monitored and reported.
- GTB activities are risk-assessed prior to initiation and risk-managed throughout their lifecycle.
- Risk identification, analysis, evaluation, and treatment are reported within the risk register.
- Known risk is assigned an owner, who is responsible for monitoring and ensuring adequate risk control and treatment.

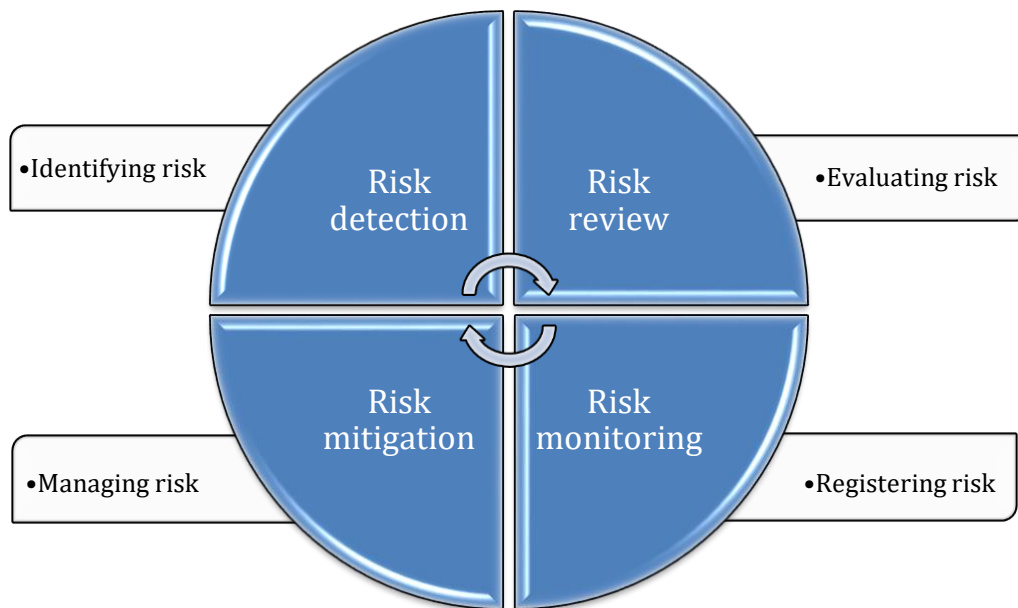
Effective risk management allows GTB to have:

- Increasingly confident and rigorous decision-making and planning.
- Improved identification of opportunities and threats.
- A pro-active rather than re-active management style.



- More effective allocation and use of resources.

Risk management principles are shaped within a framework that is based in a set of guidelines sourced from the Risk Management Standard ISO 31000:2018, which portrays the following process.



As pictured, this process is iterative and accessible from a variety of directions. This means risk can be addressed at any stage of manifestation and, in conjunction with the risk management framework, is able to be successfully identified, evaluated, registered, and managed.

GTB uses all aspects of risk management information to:

- Ensure high-level risks are identified and receive appropriate focus and treatment.
- Ensure all risks are managed at acceptable levels.
- Assist with risk mitigation strategies and control and monitor their implementation.
- Maximise opportunities and minimise losses.
- Provide a foundation for prioritising future strategic initiatives and the effective resourcing of capital and operating requirements.

### 3. Roles, Responsibilities and Accountabilities

The GTB Director holds responsibility for this policy.

All GTB stakeholders are responsible for partaking in risk management within their engagement with the institution.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 6.2.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

- All staff share responsibility for ensuring GTB complies with risk management practices.
- Senior management ensures risk management is established, implemented and maintained.
- The Director, with the support of governance, identifies and monitors risk that may influence strategic objectives.
- The Director, with the support of governance, promotes compliance with regulatory requirements and make recommendations on risk management.
- The Director and senior management review risk management incidents as they occur.
- A risk register records all risk-management issues.

GTB commits to reporting 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 and review of existing risk management strategies.

## 6. Related Documents

- Critical Incident Management Policy.
- Health and Safety Policy.
- Information Systems Operations and Security Policy.
- Infrastructure Policy.
- Operational Plan.
- Student Experience Policy.
- Student Welfare Policy.

## 7. Policy Review

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

## 8. Appendix

International Standards Organisation (2018). Risk Management Standard ISO 31000:2018.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Risk Management Policy	
ID	CP02-PP01-SP05	
Owner	Director	
Contributor	Academic 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	18 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No's. 16A and 16B in the 2020 Handbook. Refine content.

		Procedure collapsed into policy
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Sexual Assault and Harassment Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework in relation to sexual assault and harassment.

This policy applies to all students, staff, and stakeholders at GTB. There are no instances of exclusion to this policy.

### 2. Principles and Key Requirements

GTB recognises the importance of student safety and welfare and is aware of the prevalence of intolerable behaviour reported across the Australian higher education sector. GTB believes that sexual assault and sexual harassment are utterly unacceptable behaviours that clearly constitute misconduct, and the institution takes a zero-tolerance approach to this.

#### *2.1 Definitions Applied within this Policy*

- **Sexual assault** – occurs when one person touches another inappropriately without consent. This includes groping or when an individual is forced to commit or watch an indecent act.
- **Sexual harassment** – unwarranted or unwelcome sexual behaviour or attention of a sexual nature that may make another feel offended, humiliated, or intimidated. This is a type of sex discrimination and may include:
  - Unwelcome touching, hugging, or kissing.
  - Staring or leering.
  - Suggestive comments or jokes.
  - Repeated unwanted invitations to go out on dates or requests for sex.
  - Displaying sexually explicit pictures, screen savers, or posters.
  - Insults or taunts of a sexual nature.
  - Intrusive questions or statements about an individual's private life.
  - Unnecessary familiarity, such as deliberately brushing up against someone.
  - Sending sexually explicit emails, SMS, or social media.

- Inappropriate advances on social networking sites.
- Accessing sexually explicit internet sites.
- Sexual behaviour that may also be an offence under criminal law.
- **Positive consent** – where there is free consent regarding sexual interaction between involved parties, there is active display of willingness to participate and consent to sexual activity, and there is no coercion, force, or intimidation of any kind. Submitting to sexual activity, or not actively saying ‘no’ does not conclusively demonstrate consent; and the consent of the other party in a sexual encounter should never be assumed and should be actively sought and affirmed.

All students and academic staff are offered online training regarding sexual assault and sexual harassment and students are required to engage in learning, reflection and application of ethical relationships and the appropriate use of power in all professional settings.

## *2.2 Applied Principles*

This policy discusses the framework and principles that GTB applies to managing incidents of sexual assault or sexual harassment:

**Principle 1: Compassion** - sexual assault and sexual harassment can affect social, interpersonal, psychological, physical, and financial aspects of a person’s life. People may experience none, some, or many symptoms at different times and there are no tell-tale signs or a single way a person who has experienced sexual assault or harassment might look, act, or feel.

The initial response a person receives when they share their experience of sexual assault or sexual harassment is fundamental to all that follows. This response should validate the person’s experiences and feelings by being compassionate, empathic, and supportive. When a student or staff member discloses or makes a formal report to someone, it may be the first time they have told anyone about their experience. If the response they receive is one that validates their experience through compassion and support it may encourage that person to identify their needs more clearly, to seek additional support, and to determine whether they may want to make a formal report.

**Principle 2: Support and assistance** - the first consideration when someone discloses or formally reports sexual assault or sexual harassment is their safety and wellbeing. Responses should avoid causing further harm or any penalty to the reporting person, including minimising the number of times they need to recount their experience. Students and staff members are entitled to have a support person, or people, with them when they either disclose, make a formal report, or access services. Where the person about whom the report is made is also a person to whom GTB has formal obligations, they have the right of natural justice (see point 5) and similar support processes. Considerations for all involved parties include:

- Access to information about appropriate emergency health, counselling, security, and accommodation providers.
- Assistance to ensure understanding of the available options, including reporting to police and making a formal report.
- Information about and assistance with navigating the formal report and misconduct investigation process.
- Information about, and support navigating the special consideration process.
- Referral to internal and external support services.
- Regular and timely communication about the process and its resolution.

To avoid conflict of interest, different support people will be assigned to the individual about whom the report is made and to the person making the report.

**Principle 3: Confidentiality and privacy** - the confidentiality and privacy of the person who discloses or formally reports sexual assault or harassment needs to be protected. In addition, all individuals have the right to decide if they want to make a report to the police. However, there are circumstances in which the ability to maintain confidentiality and privacy are limited, as key personnel may need to be informed about the incident to ensure the person's safety, the safety of the broader community, and to provide appropriate support to the reporting person. There may also be circumstances where there is an obligation to report an incident to the police, for example where there have been multiple reports about the same person. These circumstances should be explained at the time of disclosure. Reporting obligations need to be communicated as soon as possible.

**Principle 4: Cultural competence** - for students or staff from diverse cultural groups or countries, recounting their experience of sexual assault or harassment can be stressful when English is not the first language or where culture does not typically encourage disclosure. Staff should have, or have access to others who have, the knowledge and skills necessary to respond to disclosures and formal reports in a culturally competent way. An interpreter should be sourced for those who would prefer to provide information in their natural language.

**Principle 5: Natural justice** - the principles of natural justice and procedural fairness are prioritised when considering any formal report about misconduct, including those regarding sexual assault or harassment. These principles dictate that any assessment or investigation will be undertaken in a fair, impartial, and equitable way. Handling formal reports of sexual assault or harassment can be difficult, due to obligations to both the person making the report and the person about whom a report is made. It is important to recognise that all parties are affected by a formal report process.

**Principle 6: Organisational culture** - it is acknowledged that, to minimise incidents of sexual assault and harassment against staff and students, there must be a positive culture in which people are respected and where leaders take a strong zero-tolerance stance regarding abusive behaviour. Staff and students are educated on this approach at GTB, which is reinforced within staff induction, student orientation, and periodical workshops. Access to information regarding sexual harassment and abuse is freely available to staff and students.

**Principle 7: No vexatious complaints** – complaints can be made for frivolous or misconceived reasons, and if a complaint is found to be lacking in substance after thorough investigation - and deemed to be vexatious - the complaint will be declined.

The Sexual Assault and Harassment Procedure provides further detailed information.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

All students, staff, and stakeholders are responsible and accountable to this policy.



#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.3.1, 2.3.2, and 2.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 5. Recording and Reporting

Accurate records of incidents of sexual assault and harassment must be maintained, notably in instances where law enforcement may request access to these records. An incident database is established to record the de-identified details of sexual assault and harassment incidents, investigations, and disciplinary action. This is used to inform and measure the success of any anti-sexual assault and harassment initiatives.

Proven incidents of sexual assault and harassment are reported to the Corporate Governance Body as required.

#### 6. Related Documents

- Critical Incident Management Policy.
- Equity and Diversity Policy.
- Risk Management Policy.
- Student Experience Policy.
- Student Welfare Policy.

#### 7. Policy Review

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

## 8. Appendix

Australian Government (2021). Sex Discrimination Act 1984.

<https://www.legislation.gov.au/Details/C2021C00420>

Australian Government (2016). Workplace Gender Equality Act 2012.

<https://www.legislation.gov.au/Details/C2016C00895>

Australian Human Rights Commission (2020). Respect@Work: Sexual Harassment National Inquiry Report. [https://humanrights.gov.au/our-work/sex-](https://humanrights.gov.au/our-work/sex-discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020)

[discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020](https://humanrights.gov.au/our-work/sex-discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020)

Australian Human Rights Commission (2020). Webinar: Respect@Work for Academics.

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Australian National University Social Research Centre (2022). National Student Safety Survey.

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Tertiary Education Quality and Standards Agency (2022). Sector update: Respect@Work.

<https://www.teqsa.gov.au/sector-update-respect-work>

Tertiary Education Quality and Standards Agency (2020). Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector. [https://www.teqsa.gov.au/latest-news/publications/good-practice-note-](https://www.teqsa.gov.au/latest-news/publications/good-practice-note-preventing-and-responding-sexual-assault-and-sexual)

[preventing-and-responding-sexual-assault-and-sexual](https://www.teqsa.gov.au/latest-news/publications/good-practice-note-preventing-and-responding-sexual-assault-and-sexual)

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Sexual Assault and Harassment Policy	
ID	CP02-PP02-SP02	
Owner	Director	
Contributor	Administration Manager, Academic 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	9 <sup>th</sup> September 2022	Major revision. Build policy in new template. Extract relevant content from Policy No. 19B in the 2020 Handbook. Refine content.

		Development of an associated procedure.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Sexual Assault and Harassment Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) process in relation to sexual assault and harassment.

This procedure applies to all students, staff, and stakeholders at GTB. There are no instances of exclusion to this procedure.

### 2. Process and Key Control

This procedure aligns to the Sexual Assault and Harassment Policy and reviews four distinct elements:

#### *2.1. Sexual Assault or Sexual Harassment Disclosure Procedures*

- Any student or staff member who wishes to disclose sexual assault or harassment will approach a staff member who they feel is an appropriate person to discuss an incident.
- The staff member will be open to discussing any topic, including uncertainty regarding whether an incident qualifies as sexual assault or harassment, and will be able to explain the next steps that are available. These can include:
  - The staff member will discuss whether to submit a formal internal report and will provide support for this as necessary. This report will record details of the disclosure, which will be confidential and only be made available to others within the guidelines of this procedure and with explicit consent. The purpose of this record is to ensure multiple retellings of the incident are avoided.
  - If the involved individual is a student, the staff member will, if necessary, assist in submitting a written request for support through measures that may include assessment extension or special consideration, or leave of absence.
  - Depending on the circumstances, the staff member may refer to law enforcement, medical, financial, accommodation, legal, and/or advocacy services and provide ongoing support to ensure access to these services.

## *2.2. GTB Sexual Assault or Sexual Harassment Investigation Procedures*

- Natural justice principles are always followed.
- The identity of the person making the report remains confidential, and this individual is not asked to attend a meeting with the alleged perpetrator.
- When a formal report is received, a member of staff who presents no conflict of interest will be assigned as the investigating officer, or if no staff are deemed appropriate, an external expert will be engaged.
- The investigating officer notifies the alleged perpetrator of the accusation and provides fourteen (14) days' notice to attend a meeting to discuss the matter.
- A meeting will take place between the investigating officer, two other neutral members of staff, and a support person if requested by the alleged perpetrator. At this hearing, the alleged perpetrator may present their response.
- The investigating officer will review all evidence and conclude within fourteen (14) days of the hearing.
- The outcome will determine either dismissal of the case, disciplinary procedures, referral to external authorities, or other appropriate action.

## *2.3. GTB Sexual Assault or Sexual Harassment Disciplinary Procedures*

If the investigating officer finds the alleged perpetrator to be in breach of any part of the Sexual Assault and Harassment Policy or common legal frameworks, disciplinary measures may be implemented, which include one or more of the following:

- The requirement to participate in a consent and respectful relationships program.
- Rearrangement of timetables to prevent interaction between those involved.
- Temporary suspension.
- Expulsion.
- Demotion.
- Termination of employment.
- Reporting the matter to police.

All parties will receive a written notification of the outcome and the rationale for the decision arising from this investigation. The written notification will have attached information about

what other avenues of action are available to those involved, including internal appeals and external grievance resolution. Those dissatisfied with the outcome are referred to the TEQSA complaints portal at <https://www.teqsa.gov.au/complaints>

#### *2.4. Reporting Sexual Assault or Sexual Harassment to External Authorities*

If the victim/survivor or the alleged perpetrator is a danger to themselves or others, there are legal requirements to report an incident. If a report to external authorities is made, GTB will ensure those involved are informed of what must be reported, why it must be reported, and what process may be implemented following the report.

### 3. Key Requirements

- Follow the seven principles outlined in the Sexual Assault and Harassment Policy.
- Ensure reporting requirements are followed.

### 4. Roles, Responsibilities and Accountabilities

The Director has overall responsibility for this policy.

All students, staff, and stakeholders are responsible and accountable to this procedure.

### 5. Monitoring, Review and Assurance

This procedure meets the requirements of section 2.3.1, 2.3.2, and 2.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 6. Recording and Reporting

Accurate records of incidents of sexual assault and harassment must be maintained, notably in instances where law enforcement may request access to these records. An incident database is established to record the de-identified details of sexual harassment and sexual assault incidents,

investigations, and disciplinary action. This is used to inform and measure the success of any anti-sexual harassment and assault initiatives.

Proven incidents of sexual assault and harassment are reported to the Corporate Governance Body as required.

## 7. Appendix

Australian Government (2021). Sex Discrimination Act 1984.

<https://www.legislation.gov.au/Details/C2021C00420>

Australian Government (2016). Workplace Gender Equality Act 2012.

<https://www.legislation.gov.au/Details/C2016C00895>

Australian Human Rights Commission (2020). Respect@Work: Sexual Harassment National Inquiry Report. [https://humanrights.gov.au/our-work/sex-](https://humanrights.gov.au/our-work/sex-discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020)

[discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020](https://humanrights.gov.au/our-work/sex-discrimination/publications/respectwork-sexual-harassment-national-inquiry-report-2020)

Australian Human Rights Commission (2020). Webinar: Respect@Work for Academics.

<https://www.youtube.com/watch?v=bsmVR99a7OM>

Australian National University Social Research Centre (2022). National Student Safety Survey.

<https://www.nsss.edu.au/>

Tertiary Education Quality and Standards Agency (2022). Sector update: Respect@Work.

<https://www.teqsa.gov.au/sector-update-respect-work>

Tertiary Education Quality and Standards Agency (2020). Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector. [https://www.teqsa.gov.au/latest-news/publications/good-practice-note-](https://www.teqsa.gov.au/latest-news/publications/good-practice-note-preventing-and-responding-sexual-assault-and-sexual)

[preventing-and-responding-sexual-assault-and-sexual](https://www.teqsa.gov.au/latest-news/publications/good-practice-note-preventing-and-responding-sexual-assault-and-sexual)

## 8. Version Control

DOCUMENT INFORMATION	
<b>Document Attributes</b>	Sexual Assault and Harassment Procedure
<b>ID</b>	CP02-PP02-SP02-PR07
<b>Owner</b>	Director
<b>Contributor</b>	Administration Manager, Academic 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	9 <sup>th</sup> Sept 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No 19B in 2020 Handbook. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025



## Staff Code of Conduct Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the professional, personal, and interpersonal conduct of those employed by GTB.

This policy applies to all staff at GTB.

This policy is unable to address all conduct situations that may arise, and as such it aims to provide a conceptual framework that can be usefully applied to workplace issues involving breaches of conduct or unwelcome behaviour.

### 2. Principles and Key Requirements

GTB aspires to a high standard of professional, ethical, and interpersonal conduct amongst all staff. This aspiration aligns to the mission and values of GTB as a higher education institution.

#### **Mission:**

- *GTB is committed to providing excellent, high quality higher education in the relational Gestalt psychotherapy methodology. This education will be congruent with the principles and values of GTB and to the ongoing development and promotion of Gestalt theory and its application in clinical, organisational and other contexts.*

#### **Values:**

- *Gestalt. Commitment to the Gestalt principles of field perspective, dialogical relating, and a phenomenological and experimental approach within all aspects of GTB's institutional practices.*
- *Excellence. Relational, experiential, transformational student-centered education that is congruent with Gestalt principles and its holistic, existentialist, and field perspective.*
- *Community. A learning community that fosters collaboration and support as well as individual and collective responsibility for the collective effort.*
- *Influence. Encouraging diversity, inclusivity, and accessibility and promoting social change in the wider field.*

- *Rigor. Promoting academic skill and rigor in Gestalt practice. Fostering academic currency and thorough intellectual understanding of all learning as well as developing a practice and capacity for free intellectual enquiry, critical thinking and reflexive practice amongst students and within academic faculty.*

#### a. Fundamental Principles

The personal and professional behaviour of GTB staff should conform to the standards that reasonably could be expected of persons in such positions. Based in the GTB mission and values, the fundamental principles that guide staff conduct are:

- Integration with GTB mission, values and purpose.
- Holding awareness and engagement with the breadth of the professional role at GTB.
- Engaging with professional behaviour and conduct in all aspects of the educator role.
- Showing responsibility as an educator/individual in boundary-holding roles.
- Being mindful of the dynamics of student/staff roles and staff and student relationships.
- Being ethical and impartial and at all times avoiding abuse of any position of power.
- Ensuring respect for the law as it applies to the GTB work role.
- Applying fair treatment for all people.
- Respectfully using information and adhering to privacy principles.
- Promoting rights consistent with the *Human Rights Act 2019*.
- Not engaging in bullying, sexual misconduct, harassment, discrimination, intimidation, humiliation or threatening behaviour.
- Committing to meeting the learning and academic needs of students.
- Fostering an environment that supports the pursuit of knowledge and truth.
- Demonstrating responsibility, accountability, honesty and integrity within professionalism.

#### b. Key Requirements

- i. The GTB professional is aligned to the values of Gestalt Therapy as a discipline, to the mission of GTB as an educational institution, and to the PACFA Code of Ethics. The education GTB offers to its student community is the primary reason for staff to come together as professionals at work, and this primacy of engagement is emphasised over any conflicting personal interests and interrelations.

- ii. Anyone obtaining information regarding another person or situation must not improperly use that information to gain advantage or cause reputational damage to another person or to GTB.
- iii. GTB recognises the notion and practice of academic freedom and supports the role this plays in knowledge inquiry. GTB staff are expected to conduct their use of this freedom in a responsible and honest manner that does not intimidate, disrupt, harass, or interfere with the work of others.
- iv. This Code of Conduct does not exclude or replace rights and obligations existing under common and statute law. At any time, a staff member can lodge a complaint with an external agency.

c. Breach of this Code

Any conduct that breaches this Code of Conduct will be dealt with in accordance with this and other relevant policies, including the following grievance flowchart. Action may include:

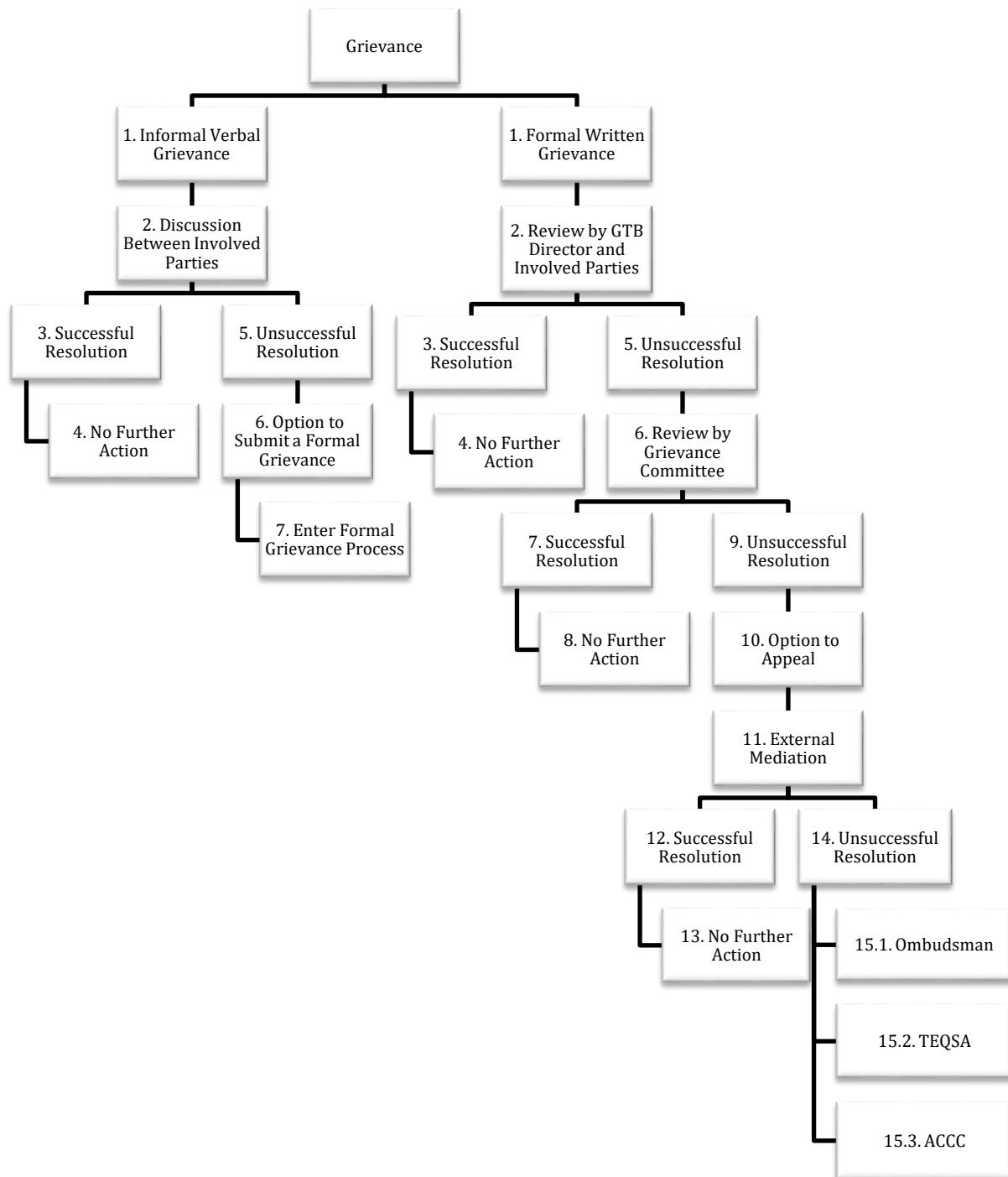
- Counselling.
- Training or retraining.
- Formal warning.
- Disciplinary measures, including termination of employment.

Vexatious complaints can be made for frivolous or misconceived reasons, and if a complaint is found to be lacking in substance after thorough investigation - and deemed to be vexatious - the complaint will be declined.

d. Lodging a Grievance

The flowchart overleaf outlines the process for lodging a grievance.

It is the position of GTB that informal verbal grievance is utilised as the primary pathway for resolving issues. This is based in alignment to the philosophy of Gestalt Therapy and the emphasis on dialogical resolution of emergent problems.



### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the Academic Manager.

All staff are responsible and accountable to this policy.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, and 5.4.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

All appeals and associated documentation are handled confidentially. All material is kept for a period of five (5) years from the date the appeal is resolved. If any party requires a copy of the appeal, a written request is needed.

### 6. Related Documents

- GTB Staff Handbook.
- Academic Staff Employment and Management Policy.
- Academic Staff Scholarship Policy.
- Academic Staff Professional Development 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

- PACFA (2017). Code of Ethics.  
<https://www.pacfa.org.au/common/Uploaded%20files/PCFA/Documents/Documents%20and%20Forms/PACFA-Code-of-Ethics-2017.pdf>
- Tertiary Education Quality and Standards Agency (2019) Guidance Note: Workforce Planning. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-workforce-planning>
- Tertiary Education Quality and Standards Agency (2017). Guidance Note: Staffing, Learning Resources and Educational Support. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Staff Code of Conduct Policy	
ID	AP01-PP01-SP20-PR17	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	N/A	New Policy. Build policy in new template.
1.1	17 <sup>th</sup> and 18 <sup>th</sup> December 2025	Approval by AGB and CGB.
DOCUMENT APPROVALS		
Role	Name	Date
GTB Director	Tine Mueller	6 <sup>th</sup> May 2025
Governance	Academic Governance Body	17 <sup>th</sup> December 2025
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Code of Conduct Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the personal and interpersonal conduct of those interacting with GTB as a teaching institution.

This policy applies to all students at GTB, alongside those interrelating with students in the context of GTB's education, its administration, and its operations. This includes contractors, visitors, and volunteers.

This policy is unable to address all code of conduct situations that may arise, and as such it aims to provide a conceptual framework that can be usefully applied to issues involving breaches of conduct or unwelcome behaviour.

### 2. Principles and Key Requirements

GTB aspires to a high standard of professional, ethical, and interpersonal conduct amongst students. This aspiration aligns to the mission and values of GTB as a higher education institution.

#### **Mission:**

- *GTB is committed to providing excellent, high quality higher education in the relational Gestalt psychotherapy methodology. This education will be congruent with the principles and values of GTB and to the ongoing development and promotion of Gestalt theory and its application in clinical, organisational and other contexts.*

#### **Values:**

- *Gestalt. Commitment to the Gestalt principles of field perspective, dialogical relating, and a phenomenological and experimental approach within all aspects of GTB's institutional practices.*
- *Excellence. Relational, experiential, transformational student-centered education that is congruent with Gestalt principles and its holistic, existentialist, and field perspective.*

- *Community. A learning community that fosters collaboration and support as well as individual and collective responsibility for the collective effort.*
- *Influence. Encouraging diversity, inclusivity, and accessibility and promoting social change in the wider field.*
- *Rigor. Promoting academic skill and rigor in Gestalt practice. Fostering academic currency and thorough intellectual understanding of all learning as well as developing a practice and capacity for free intellectual enquiry, critical thinking and reflexive practice amongst students and within academic faculty.*

#### a. Fundamental Principles

The behaviour of GTB students should conform to the standards that reasonably could be expected of higher education students in Australia. Based in the GTB mission and values, the fundamental principles that guide student conduct are:

- Engaging with professional behaviour and conduct in all aspects of the student role.
- Ensuring respect for the law.
- Respectfully using information and adhering to privacy principles.
- Allowing others to pursue their education with freedom of inquiry, reflexivity and critical insight.
- Engaging with learning in a way that supports the pursuit of knowledge and truth.
- Promoting a safe inclusive environment and refrain from abusive, threatening or intimidating behaviour.
- Enabling all people's right to opinion and expression within the Gestalt framework.
- Demonstrating a professional manner in all capacities as a developing Gestalt Therapist.
- Promoting rights consistent with the *Human Rights Act 2019*.
- Displaying personal, professional and academic responsibility, accountability and integrity.
- Promoting tolerance, honesty, inclusivity, fairness and respect.
- Being mindful of the dynamics of student to student and student to staff relationships.
- Upholding high academic standards, intellectual rigour and ethical behaviour.
- Acting in a reasonable manner to ensure facilities and services are used appropriately and are available to others.
- Complying with health and safety requirements and all relevant policies and procedures.



b. Key Requirement

Anyone obtaining information regarding another person or situation must not improperly use that information to gain advantage or cause reputational damage to another person or to GTB.

c. Breach of this Code

Any conduct that breaches this Code of Conduct will be dealt with in accordance with this and other relevant policies, including the following grievance flowchart. Action may include:

- Counselling.
- Formal warning.
- Disciplinary measures, including withdrawal of student place in the course.

Vexatious complaints can be made for frivolous or misconceived reasons, and if a complaint is found to be lacking in substance after thorough investigation - and deemed to be vexatious - the complaint will be declined.

d. Lodging a Grievance

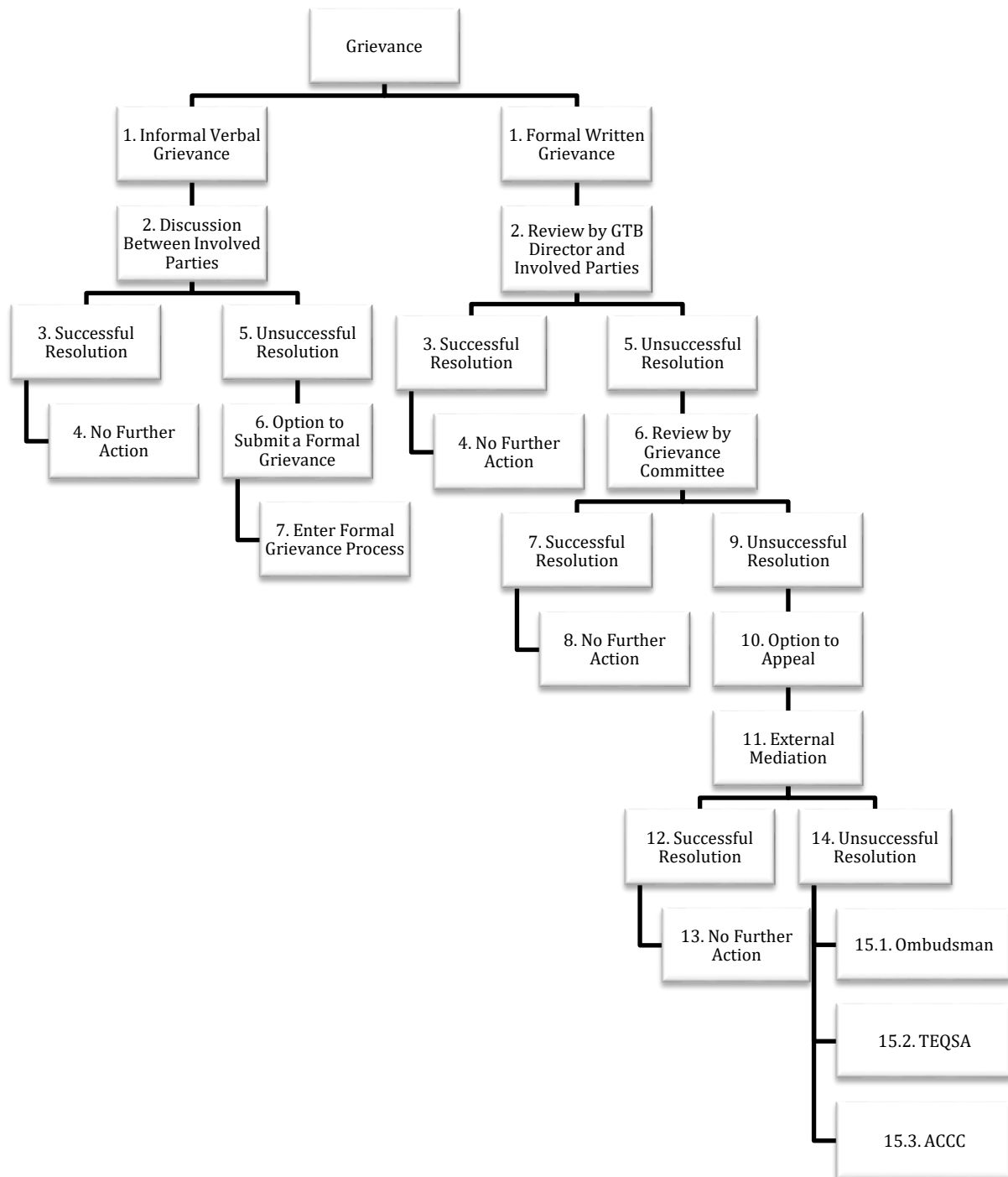
The flowchart overleaf outlines the process for lodging a grievance.

It is the position of GTB that informal verbal grievance is utilised as the primary pathway for resolving issues. This is based in alignment to the philosophy of Gestalt Therapy and the emphasis on dialogical resolution of emergent problems.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the Academic Manager.

All students and other involved parties are responsible and accountable to this policy.



#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.3.3, 5.3.5, 5.3.7, 6.1.4, 6.3.3, 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

All appeals and associated documentation are handled confidentially. All material is kept for a period of five (5) years from the date the appeal is resolved. If any party requires a copy of the appeal, a written request is needed.

#### 6. Related Documents

- Academic Freedom Policy.
- Academic Integrity Policy.
- Academic Skills Development Policy.
- Student Course Progression Policy.
- Student Grievance Policy.

#### 7. Policy Review

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

#### 8. Appendix

PACFA (2017). Code of Ethics.

<https://www.pacfa.org.au/common/Uploaded%20files/PCFA/Documents/Documents%20and%20Forms/PACFA-Code-of-Ethics-2017.pdf>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Code of Conduct Policy	
ID	AP01-PP01-SP20-PR18	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	17 <sup>th</sup> December 2025	New Policy. Build policy in new template.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## **Student Course Progression Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for monitoring and facilitating student progression through the provided education programs.

This policy applies to all stakeholders involved with student progression at GTB and includes all staff and students.

### **2. Principles and Key Requirements**

This policy outlines the principles of monitoring, intervening, and assisting student progression at GTB. Student progression is regarded as an operational risk factor for institutional wellbeing and as such is required to be monitored and analysed, along with attrition, completion, graduate satisfaction, and graduate outcomes.

Student progression through subject and course content is pivotal to meeting course learning outcomes and developing the skills and knowledge required to create proficient Gestalt Therapy practitioners. The identification of, and provision of assistance to, students under pressure with course progression is a priority for GTB.

Identification of progression issues and the initiation of an intervention process is based in the following principles:

- All progression actions have a foundation of fair, equitable, private, and transparent process.
- The assessment and investigation of progression occurs in a timely and efficient manner.
- There are defined processes and clear information available to students regarding progress.
- Students hold responsibility for actively engaging with their course progression.
- Advancement from Graduate Certificate to Masters is dependent on progression status.
- Course progression is aligned to student attribute development.

- Progression interventions are scaled and classified as levels 1 (mild) to 7 (severe).
- Procedures for withdrawing students from courses due to progression difficulties are explicit.
- Mechanisms are in place to ensure students can appeal a progression decision.

The recognition of students who may be at risk of not progressing satisfactorily is based in a set of criteria consisting of attendance, engagement in the learning process, assessment completion, credit-point achievement and the progressive development of Gestalt Therapist attributes. Course learning outcomes and graduate attributes are also differentiated between the nested Graduate Certificate and Masters qualifications, which distinguish course elements that assist in progression monitoring.

GTB recognises the development of personal and academic attributes within Gestalt Therapy training, and these are monitored and evaluated to ensure student progression. This means an intervention arising from a progression issue may not focus purely on academic achievement but may instead aim to increase student maturity in specified attributes.

Outcomes arising from progression monitoring using these criteria aim to reveal one of three progression possibilities: (1) good progression; (2) 'at-risk' progression; or (3) unsatisfactory progression. The latter two of these lead to the implementation of intervention strategies, which may include:

- Consultation with the year coordinator.
- Recommendation to undertake additional attribute development.
- Engagement with academic skills development.
- Attendance at targeted skills workshops.
- Reflection on the attainment of the requirements of the learning process.
- Creation of individual learning plans.
- Learner study agreements.
- Conditions placed on study load.
- Withdrawal due to lack of progression.

GTB assesses progression data for over-representation of specific student subgroups. If an unsuitable proportion of subgroup members are identified, investigation into underlying

reasons for this is conducted. The outcome of this type of investigation influences the continuous improvement cycle in relation to teaching and learning, student support and admissions.

Detail on categorisation of progression stages and associated actions are found within the Student Course Progression Procedure.

GTB has time-sensitive reporting requirements and student grades, once submitted, cannot be recovered and this must be considered when applying this policy and the accompanying procedure.

### 3. Roles, Responsibilities and Accountabilities

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

Additional responsibilities and accountabilities include the Head of Teaching and Learning and all academic staff who interact with student progression mechanisms.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.1.1, 1.3.3, 1.3.5, 1.3.6, 2.2.3, 5.3.3, 5.3.4, 5.3.7, 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 progression is recorded within the student management system and in the relevant student file in instances of progression issues.

Reporting of student progression data occurs from the Academic Manager to the Academic Governance Body annually. External consultants also utilise GTB student progression data within their benchmarking methodology.

## 6. Related Documents

- Academic Appeals Policy
- Academic Skills Development Policy
- Admissions Policy
- Assessment Policy
- Benchmarking Policy
- Student Grievance Policy
- Student Fee Management Policy
- Student Records Management Policy
- 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 and Standards Agency (2020). Guidance Note: Monitoring and Analysis of Student Performance. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance>

Tertiary Education Quality and Standards Agency (2019). Risk Assessment Framework. <https://www.teqsa.gov.au/latest-news/publications/risk-assessment-framework>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Course Progression Policy	
ID	AP01-PP01-SP16	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	7 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policies No. 6D and 8B in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Student Course Progression Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes for monitoring and facilitating student progression through the provided education programs.

This procedure applies to all stakeholders involved with progression at GTB and includes all staff and students.

### 2. Process and Key Control

This procedure defines and describes progression and intervention processes applied to educational programs at GTB.

- Section 2.1 discusses the processes applied to ensuring students are aware of the need to progress to complete courses successfully. This section has a specific focus on admissions information and first-year course engagement.
- Section 2.2 outlines progression monitoring criteria and progression classification.
- Section 2.3 defines the allowable time-period for course completion and course deferral.
- Section 2.4 describes progression intervention options.
- Section 2.5 outlines procedures for the withdrawal of a student.
- Section 2.6 reviews the student appeals process regarding progression decision-making.

#### *2.1. Ensuring Student Awareness of, and Support for, Progression*

Students and staff must be aware of progression requirements, and it is the responsibility of all those involved with progression to understand this area. As an educational provider, GTB will:

- Provide accurate and accessible information about the course and its progression demands.
- Ensure appropriate advice regarding progression requirements.
- Ensure students have access to academic and non-academic support within their program.

- Provide clear course learning outcomes and graduate attribute descriptors so students can differentiate between the requirements of the Graduate Certificate and Masters programs.

## *2.2. Monitoring Student Progression*

Keys areas of evaluation within progression monitoring are:

- Attendance.
  - 80% attendance at study weekends required in the Graduate Certificate program.
  - 90% attendance at study weekends required in the Masters program.
- Engagement in the learning process.
  - Appropriate involvement with the learning process across all programs.
- Assessment and subject completion.
  - Successful completion of all assessments across all subjects.
  - Failure of one or more subjects in a semester requires intervention.
  - Failure of the same subject twice requires intervention.
- Credit-point achievement.
  - Successful achievement of the required credit points across the course.
- Progressive development of a specified set of Gestalt Therapist attributes.
  - Attributes are evaluated against the Practice Based Competency Framework.
  - Attribute development represents a hurdle requirement for course progression.

This set of criteria are considered at the individual and collective level when reviewing student progression; this means that performance in one area is reviewed alongside remaining areas to ensure the totality of progress is analysed within the context of an individual learning journey.

## *2.3. Course Progression Boundaries*

The following guidelines stipulate the maximum allowable time for completion and deferral of GTB education programs.

- The Graduate Certificate program must be fully completed within two (2) years.
- No more than one (1) deferral from study can be taken in the Graduate Certificate program.
- Deferral in the Graduate Certificate program can be no more than one (1) years duration.

- The Masters program must be fully completed within seven (7) years.
- No more than two (2) deferrals from study can be taken in the Masters program.
- Deferral in the Masters program can be no more than three (3) years duration.

#### *2.4. Graduated Interventions for At-Risk or Unsatisfactory Progression*

Progression can be assessed at any point to support decision-making regarding student performance. The three stages of progression are defined as:

<b>Progression Status</b>	<b>Interpretation</b>
Good Progression	Satisfactory performance with no notable issues.
At-Risk Progression	This triggers level 1-4 (mild to moderate) intervention strategies where the student needs to initiate steps to improve performance to make satisfactory progress.
Unsatisfactory Progression	This triggers level 5-7 (moderate to severe) intervention strategies where the student is in danger of not progressing and needs to urgently initiate steps to improve performance.

If a student has at-risk or unsatisfactory progression, then staff collaboratively determine an intervention. This is communicated to the student in writing, with possible adverse outcomes outlined. Distinct interventions have administrative classifications, as described below.

##### *2.4.1. At-Risk Progression (Levels 1 – 4. Mild to Moderate Intervention)*

###### *Level 1 Intervention*

Engagement with specified mechanisms including direction from year coordinators, academic skills support, undertaking the EG elective, reflection on progression requirements, or other recommended actions.

- No additional administrative classification is necessary.

###### *Level 2 Intervention*

Utilise level 1 intervention processes and receive a collaboratively developed study agreement that stipulates the work required in identified areas.

- No additional administrative classification is necessary.

#### *Level 3 Intervention*

Utilise level 1 and 2 interventions and pursue additional external training to address identified areas of concern. Evidence of successful completion of the required additional work must be supplied.

- No additional administrative classification is necessary.

#### *Level 4 Intervention*

Conditions are placed on study load to enable a limited selection of subjects to be undertaken at specific course time points to manage progression.

- Enrolment in specified subjects at defined timepoints is necessary.

#### *2.4.2. Unsatisfactory Progression (Levels 5 – 7. Moderate to Severe Intervention)*

#### *Level 5 Intervention*

Halt progress and repeat specified components of the course. The content to be repeated is agreed between the student and academic staff and a Study Agreement stipulating the required content and assessment used to assess progression is defined.

- If completed work does not require repetition, then the mark and credit is applied to the student's academic record.
- If completed work is to be repeated, then the student is withdrawn from these subjects under the 'Withdrawn without Failure' (WWF) administrative classification. This can only occur prior to the GTB data reporting timeline.
- If the student has failed assessments and not completed subjects at the point of their decision to repeat, they are withdrawn from these subjects under the 'Withdrawn with Failure' (WF) administrative classification.

- If students wish to defer studies for a period to evaluate their commitment, they are withdrawn under the 'Enrolment Deferred' (D) administrative classification. There is a maximum one (1) year deferral period allowed for the Graduate Certificate and three (3) years for the Masters. After this time allowance is passed, reenrolment in the course in its entirety is required.

#### *Level 6 Intervention*

Withdraw from the course and seek external training to address areas of unsatisfactory progress and reapply to be admitted to the program when this study is successfully complete.

- Students are withdrawn from the course under the 'Enrolment Deferred' (D) administrative classification. There is a maximum one (1) year deferral period allowed for the Graduate Certificate and three (3) years for the Masters.
- If the student has passed all assessments to the point of the decision to leave, they are credited for these subjects.
- If the student has failed assessments and not completed subjects at the point of the decision to leave, they are withdrawn from these subjects under the 'Withdrawn with Failure' (WF) administrative classification.
- In instances of application for readmission within the stipulated time, the course re-entry point will be determined by academic staff.
- Application for readmission after the deferral period has passed requires reenrolment in the program in its entirety.

#### *Level 7 Intervention*

If the student does not fulfil the capabilities for progression and does not respond to intervention strategies, they are regarded as unsuitable for study at GTB and enrolment is terminated.

- Students are withdrawn from the course under the 'Enrolment Terminated' (T) administrative classification.

## 2.5. Student Withdrawal

This procedure relates to intervention levels 6 and 7 and to instances where the student is withdrawn from study for a variety of reasons. Whatever the rationale for withdrawing the student the result is the same – progression and enrolment in the course ceases and the student longer continues with study.

The following table shows the administrative classifications that are applied to different types of student withdrawal. For a level 6 intervention, classifications 3, 4, 5, or 6 can be used, whereas for a level 7 intervention, classification 7 is applied.

Administrative Classifications						
1: Result Incomplete (I)	2: Fail – No Submission (FNS)	3: Enrolment Deferred (D)	4: Withdrawn Without Failure (WWF)	5: Withdrawn With Failure (WF)	6: Administratively Withdrawn (AW)	7: Enrolment Terminated (T)
Extension of time for assessment submission approved and in action	No assessment submitted	Voluntarily withdrawn with no academic penalty and retaining the option to re-enrol at exit point	Cancelled enrolment in subject at any time due to special or compassionate circumstances	Cancelled enrolment in subject post census date without special or compassionate circumstances	Withdrawn pending final administrative decision. Also applied if student is absent without reason at census	Enrolment terminated due to a stated reason

Due to information provided at orientation and within the student handbook, alongside progression monitoring and the implementation of distinct stages of intervention, students are made aware of the consequences of course withdrawal. While the decision to withdraw may not relate to progression and may occur either pre-or post-census, the applied process is the same. The procedure for withdrawing the student is:

1. If the student is voluntarily withdrawing, they communicate this in writing to GTB administration. If the student is being withdrawn by GTB, the student receives notification of this in writing. This communication contains information on the student right of appeal.
2. The student completes the withdrawal from course form.
3. The appropriate administrative classification is determined for the student, and this is applied to their record.
4. The student is issued with an academic transcript if they are in good financial standing, there are no unresolved misconduct cases, and there are no outstanding requirements.

### *2.6. Student Appeals*

Students have the right to appeal against a progression decision. This is actioned through the mechanisms outlined within the Student Grievance Policy.

## **3. Key Requirements**

Student subgroups, defined as a cluster of students who share certain characteristics such as gender, ethnicity, physical ability, language, socio-demographics, migrancy, etc., are monitored to evaluate over-representation within progression intervention data.

## **4. Roles, Responsibilities and Accountabilities**

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

Additional responsibilities and accountabilities include the Head of Teaching and Learning and all academic staff who interact with student progression mechanisms.

## **5. Monitoring, Review and Assurance**

This procedure meets the requirements of section meets the requirements of section 1.1.1, 1.3.3, 1.3.5, 1.3.6, 2.2.3, 5.3.3, 5.3.4, 5.3.7, 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 progression is recorded within the student management system and in the relevant student file in instances of at-risk or unsatisfactory progression.

Reporting of student progression data occurs to the Academic Governance Body annually.



External consultants also utilise GTB student progression data within their benchmarking methodology.

## 7. Appendix

Tertiary Education Quality and Standards Agency (2020). Good Practice Guidance Note:

Improving retention and completion of students in Australian higher education.

<https://www.teqsa.gov.au/sites/default/files/good-practice-note-improving-retention-completion-students-v2-0.pdf?v=1581913481>

Tertiary Education Quality and Standards Agency (2020) Guidance Note: Monitoring and

Analysis of Student Performance. [https://www.teqsa.gov.au/latest-](https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance)

[news/publications/guidance-note-monitoring-and-analysis-student-performance](https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance)

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Course Progression Procedure	
ID	AP01-PP01-SP16-PR11	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	8 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policies 6D and 8B in 2020 Handbook. Refine content as necessary.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Student Experience Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the student experience throughout the time of student involvement with the organisation.

This policy applies to all staff and students at GTB.

### 2. Principles and Key Requirements

GTB priorities the student experience and is committed to providing the best Gestalt Therapy education available. This policy describes the elements that constitute the student lifecycle at GTB and outlines the framework for shaping the experience that students encounter while pursuing their educational goals.

#### *2.1 Fundamental principles of the student experience*

The GTB student experience is based in the following four key principles:



**Principle 1: Engagement** – this is the process of consideration and commitment to GTB, which involves gathering and examining marketing information; attending information evenings; understanding courses, their structure, entry criteria, and fees; deciding whether the learning appeals; committing to the admissions process; meeting for an interview; experiencing orientation; and receiving the student handbook. This contributes to the way students integrate with the learning community, sets student perception of GTB, and shapes transition to study.

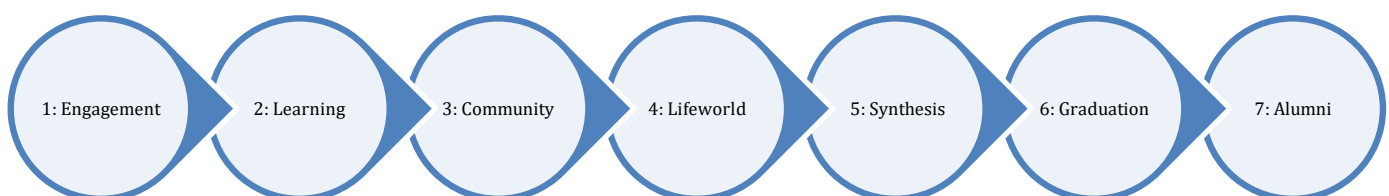
**Principle 2: Learning** – this reflects the academic experience and includes course content, learning resources, the learning management system, academic support, on-site weekends, residentials, staff expertise, student-staff interaction, and a variety of additional learning-related components. This academic experience is pivotal to involvement with GTB and is vital to student retention, progression, attrition, and wellbeing.

**Principle 3: Community** – this is the sense of belonging and attachment that the student experiences as studies progress. The GTB education is relational in emphasis and the growth that emerges over time contributes to the emergence of a peer community that supports this developmental process. This significantly enhances the student experience at GTB.

**Principle 4: Lifeworld** - students engage in activities beyond GTB that collectively reflect their lifeworld. This can include work, family, relationships, sport, career, and different pursuits that interest students. These can have positive and not so positive effects for a variety of reasons, which contributes to the need for support mechanisms to assist students.

## *2.2 The student lifecycle and the integration of the fundamental principles of the student experience*

These four principles are located on a continuum that characterises the interaction between students and GTB, which is extended to seven elements to represent the full student lifecycle.



**5: Synthesis** –this represents the integration of prior principles. This integration is a process that transpires throughout a student’s time at GTB and can occur to greater or lesser degrees, with the depth of amalgamation of the various elements often reflecting the balance between these four principles.

**6: Graduation** – this is the pinnacle of the student experience and represents the transition point from student life to a distinctly different societal role. Graduation provides recognition of hard work and dedication to achieving a goal for oneself and, often, for others; and is the formal recognition of the completion of the synthesis of the four principles.

**7: Alumni** – this is the element of the student experience that provides an ongoing connection to GTB and fellow students. Alumni exemplify what is achievable at GTB and are the public representation of the transformation that occurs throughout the student lifecycle.

This describes the extent of the GTB student experience and captures the essential nature of the time students spend interacting with the institution.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

All staff have responsibilities and accountabilities to this policy across respective work areas.

### 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, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.5.1, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.5.10, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.3.5, 5.4.1, 6.3.3, 7.1.1, 7.1.5, 7.2.1, 7.2.2, 7.2.4, 7.3.1, 7.3.2, and 7.3.3. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Recording of student experience matters occurs in alignment with filing for the relevant area of GTB operations under discussion.

Reporting of student experience matters occurs to academic and/or corporate governance as required.

## 6. Related Documents

- Academic Appeals Policy.
- Academic Freedom Policy.
- Academic Skills Development Policy
- Admissions Policy.
- Assessment Policy.
- Award Issuance and Replacement Policy.
- Equity and Diversity Policy.
- Graduate Attributes Policy.
- Graduation Policy.
- Health and Safety Policy.
- Intellectual Property Policy.
- Privacy Policy.
- Sexual Assault and Harassment Policy.
- Student Course Progression Policy.
- Student Fee Management Policy.
- Student Grievance Policy.
- Student Records Management Policy.
- Student Representation Policy.
- Student Welfare Policy.
- Teaching and Learning Plan.
- Teaching and Learning Policy.

## 7. Policy Review

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

## 8. Appendix

Tertiary Education Quality and Standards Agency (2022). Student engagement.

<https://www.teqsa.gov.au/student-engagement>

Tertiary Education Quality and Standards Agency (2022). What can students expect from providers? <https://www.teqsa.gov.au/what-can-students-expect-providers>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Experience Policy	
ID	CP02-PP02	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning, Director	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	13 <sup>th</sup> September 2022	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Fee Management Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the institutional approach towards student fee management.

This policy applies to all stakeholders at all levels of student fee management with emphasis on the Administration Manager and students.

### 2. Principles and Key Requirements

GTB is an approved higher education provider offering postgraduate courses in Gestalt Therapy. The institution is required to be financially sustainable and as such charges for course fees, non-course student support, selected aspects of administration, and ancillary services. These fees and charges can be paid for under a fee for service model or via FEE-HELP and SA-HELP loans.

GTB is committed to ethical, transparent, and effective management of all fees and charges. As such this policy lays out the framework for achieving this through reference to fee setting, payment methods and timelines, fee protection, and fee refunds. These areas correlate to the Student Fee Management Procedure, which provides detail on administrative processes.

Business fees such as room hireage, workshop fees, and professional development activities are excluded from this document and are discussed within the Use of Business Premises Policy.

#### *2.1. Setting and classifying student fees*

There are four fee classifications at GTB:

- Course fees - relating directly to course costs, including required texts.

GTB sets course fee levels through benchmarking, financial analysis, forecasting, and scenario modelling. Collaboratively these enable the establishment of a fee price-point that is applied to subjects, with the emergent value varying across the course depending on subject-specific EFTSL loading and the distinct amount of resourcing that may be required to deliver content within each subject.

- Student Services and Amenities fee - for student educational support services.

GTB also provides services that are not directly course-related but serve to support students through their educational journey. These are funded through a dedicated amenities fee.

- Administrative fees - for the administration of specific processes.

GTB undertakes a range of administrative processes in response to work demands, with several of these attracting charges due to their extensive and specialised clerical requirements.

- Direct student costs – associated with study weekends, residential and graduation.

GTB delivers a selection of education-associated events that are funded by the student as a direct cost. These are travel and accommodation associated with on-site study weekends, travel to the residential, graduation gown hire, and partner costs for graduation attendance.

Fee payment plans may be negotiated with GTB, with the Administration Manager contacted prior to the required payment date to discuss this.

### *2.2. Up-Front fee payments*

GTB offers fee for service education, where students pay full-fee and thus do not incur government-supported debt.

### *2.3. FEE-HELP fee payments*

GTB is an approved higher education provider providing fee paying places for students. Accordingly, GTB offers FEE-HELP loans, where students borrow to pay course tuition fees.



#### *2.4. SA-HELP fee payments*

The student services and amenities fee (SSAF) is used for activities separate to direct course engagement. This fee can be funded through the SA-HELP loan scheme. GTB students' progress through courses part-time and are charged no more than 75% of the annually indexed SSAF.

#### *2.5. Census dates and fee payments*

The census date is the legal deadline for making payments to GTB for each subject undertaken. This date is established as  $\geq 20\%$  of the total time between the subject commencement and its completion, and this is clearly communicated to students prior to their entry into each subject. All students are legally obliged to pay fees if they do not withdraw from study prior to this census date – notwithstanding special considerations.

#### *2.6. Tuition Protection Service (TPS)*

The Tuition Protection Service (TPS) provides tuition protection assurance through collection of a levy applied to Australian non-university higher education providers (NUHEP's). This levy contributes to the Tuition Protection Fund which is utilised when a provider fails to deliver services and students require refund of payments or transferral to an alternative provider.

#### *2.7. Withdrawing from study and fee refunds*

Fee refunds are available, depending on census date and circumstances. Enrolment and administrative fees, if applicable, are charged for both pre- and post-census withdrawal and are calculated in relation to administration guidelines and the particulars of each case.

#### *2.8. Grievances related to fee matters*

Students are fully entitled to appeal any decision related to fee management, and this can be actioned through the Student Grievance Policy.

### 3. Roles, Responsibilities and Accountabilities

Due to the specialised nature of managing student fees this role sits with the Administration Manager, who is responsible for administering all aspects of student fees at GTB.

Students are responsible for several formalities related to fee payments such as disclosing a tax file number (TFN), registering a Unique Student Identifier (USI) and submitting the electronic Commonwealth Assistance Form (eCAF).

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.1.2, 6.2.1, 7.2.2. and 7.2.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Fee data is recorded in various administrative areas, which are managed by the Administration Manager. This is required to be regularly reported to relevant government departments. Refer to the Student Fee Management Procedure for greater detail.

### 6. Related Documents

- Business Administration Policy.
- Business Plan.
- Information Systems Operations and Security Policy.
- Operations Plan.
- Orientation Policy.
- Student Course Progression Policy.
- Student Experience Policy.
- Student Grievance Policy.
- Student Records Management Policy.

- Student Welfare Policy.

## 7. Policy Review

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

## 8. Appendix

Australian Government (2022a). FEE-HELP information.

[https://www.studyassist.gov.au/sites/default/files/help\\_publications\\_2022\\_fee-help\\_booklet\\_081221.pdf?v=1647561336](https://www.studyassist.gov.au/sites/default/files/help_publications_2022_fee-help_booklet_081221.pdf?v=1647561336)

Australian Government (2022b). SA-HELP information.

[https://www.studyassist.gov.au/sites/default/files/help\\_publications\\_2022\\_sa-help\\_booklet\\_02\\_0.pdf?v=1647561370](https://www.studyassist.gov.au/sites/default/files/help_publications_2022_sa-help_booklet_02_0.pdf?v=1647561370)

Department of Education (2022a). FEE-HELP. <https://www.dese.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021/31-fee-help>

Department of Education (2022b). Higher Education Providers Tuition Protection Service.

<https://www.dese.gov.au/tps/higher-education-providers-tuition-protection-service>

Department of Education (2022c). Student Services and Amenities Fee.

<https://www.dese.gov.au/higher-education-loan-program/approved-hep-information/student-services-and-amenities-fee>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Fee Management Policy	
ID	CP02-PP02-SP07	
Owner	Administration Manager	
Contributor	Director	
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	18 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No's. 9A, 9B, 10, and 21 in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	9 <sup>th</sup> October 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Fee Management Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes applying to student fee management.

This procedure applies to all stakeholders at all levels of student fee management with emphasis on the Administration Manager and students.

### 2. Process and Key Control

This document reviews the various aspects of student fee management at GTB. This consists of:

Section 2.1: management of student course fee payments.

Section 2.2: management of the student services and amenities fee.

Section 2.3: management of administration fees.

Section 2.4: management of the payment of direct student costs.

Section 2.5: the GTB setting of administrative and census dates.

Section 2.6: student fee protection

Section 2.7: management of unpaid fees

Section 2.8: management of student refunds associated with course withdrawal.

Procedures for interfacing with the Student Management System (SMS) and the Tertiary Collection of Student Information (TCSI) portal are not discussed in this document as their requirements are outside the scope of this procedure. Refer to the Business Administration Policy for greater detail regarding these administrative systems.

#### *2.1. Procedure for Managing Student Course Fee Payments*

Student course fees represent the primary income stream for GTB and are reviewed annually. The guiding equation for setting these fees aligns to the methodology that is applied across Australian higher education. Course fees reflect the total amount of subjects multiplied by their

individual cost, which are calculated according to the portion of full-time study load the subject represents. This equation is:

$$\text{Annual Course Fee} \times \text{Subject EFTSL Value} = \text{Subject Fee}$$

For example, if a course is costed at \$60,000.00 over three years and each of the 24 subjects represents 0.125 of the effective full time study load (EFTSL) then each subject costs \$7,500.00.

$$\$60,000.00 \times 0.125 = \$7,500.00$$

GTB subjects vary in their EFTSL loading across the course and in their resourcing requirements and can be priced uniquely because of this.

GTB is an approved higher education provider providing fee for service and fee-paying places for students. Accordingly, GTB accepts upfront payments and provides access to the Higher Education Loan Program (HELP), where students can defer payments through FEE-HELP and SA-HELP funding mechanisms. Procedures across these payment methods are:

- For both upfront payments and deferred loans GTB authenticates the eligibility of a student for enrolment and initiates the fee collection process. For this process all students must:
  - Have name and contact details that match their ATO records.
  - Hold a valid Tax File Number (TFN).
  - Create and receive a Unique Student Identifier (USI).
- If students are full fee paying, they must complete the following process:
  - GTB invoices the student within a contractual student agreement document.
  - Students who identify difficulty in meeting fee payments can present an alternative schedule. If agreed, this is signed by the student and the Director.
  - The student pays GTB on receipt of their invoice and by the administrative date.
  - GTB collects, processes, and receipts payment.
- If students are seeking deferral for the course fee or the student and amenities fee payment, they must complete the following process:
  - GTB provides access to the Electronic Commonwealth Assistance Form (eCAF) portal.

- Students review the FEE-HELP and SA-HELP booklets at the StudyAssist website.
- Students will ensure they have adequate HELP balance.
- Students complete the eCAF.
- If possible, all eCAF's are to be completed by the administrative date.
- All eCAF's must be completed by census dates to assure funding approval.

## *2.2. Student Services and Amenities Fee Payments*

GTB utilises the Student Services and Amenities Fee (SSAF) to support students through their educational journey, primarily for the delivery of academic skill development services. As per the Department of Education (2022d) guidelines this refers to *'helping students develop skills for study, by means other than undertaking courses of study in which they are enrolled'*. The use of the SSAF by GTB aims to support the student experience and to enrich the online and on-campus encounter.

Overarching considerations that influence SSAF procedures are:

- SSAF fees have their maximum allowable charge indexed annually.
- GTB establishes the SSAF amount when this is determined by the Australian Government.
- The 75% portion of the indexed SSAF that students are required to pay is published prior to October 1 for the following years study, as per Australian Government (2022b) guidelines.
- The due date for the SSAF cannot be earlier than census to ensure access to SA-HELP loans.
- GTB consults with student representatives, or their proxy, regarding SSAF by:
  - Publishing proposed fee expenditure areas and receiving student feedback.
  - Meeting with student representatives, or their proxy, to consider SSAF revenue use.
  - Determining the prioritised expenditure areas for the ensuing year.
- Unspent SSAF revenue can be carried forward.

External to the use of the SSAF for academic skill development, secondary expenditure includes:

- Orientation information management and delivery.
- Catering needs for study weekends.
- Support of student events.

- Childcare.
- Various other permitted uses.

Students can pay for the SSAF upfront or access government funding sources as per the process outlined in 2.1. Eligible students may choose to either pay some of the fee upfront and obtain a SA-HELP loan for the remainder or obtain a loan for the full amount of the fee.

- Students can request assistance from the Commonwealth and defer the fee through the element of the Higher Education Loan Program (HELP) known as SA-HELP.
- The amount of the loan will be added to the student's accumulated HELP debt. An eligible student will be able to take out a SA-HELP loan even if they do not wish to take out any other HELP loan
- Students are responsible for acquitting their SSAF debt with the ATO in instances of fee refunds from GTB.

### *2.3. Administrative Fees*

GTB undertakes a range of administrative processes, with several of these attracting payments due to their clerical requirements.

- |                             |   |                  |
|-----------------------------|---|------------------|
| • Enrolment application fee | - | \$200.00         |
| • Assignment late fee       | - | \$100.00         |
| • Library late return fee   | - | \$8.00 - \$16.00 |

Additional administrative fees may be charged as circumstances arise. When these are finalised, they are communicated to the student prior to undertaking the administrative task in question.

### *2.4. Direct Student Costs*

GTB delivers a selection of events that contain elements that are funded by students as a direct cost. Students pay external providers or GTB directly for these services, which can include:

- Travel costs for study weekends, residential and graduation – these will vary due to time of reservation, form of transport and distance to be travelled.



- Accommodation costs for study weekends and graduation – these will vary depending on the type of residence chosen and duration of stay.
- Graduation gown hire is circa \$50.00.
- Partner costs for graduation are circa \$35.00 per adult and circa \$20.00 per child.
- Workshop fees, which vary depending on their duration and cost of facilitation.

### *2.5. Administrative Dates and Census Dates*

GTB has two important dates related to fee management, which are the administrative and census dates. These represent time-specific points where student fee applications are to be received and processed, with the former being an administrative non-binding date and the latter a legally binding date that triggers a variety of mechanisms. Procedural aspects related to these dates include:

- Administrative dates are not legally binding and aim to improve administrative efficiency.
- Administrative dates are set at the discretion of GTB and are published prior to, or on the day of, the opening of enrolment.
- Administrative dates aim to provide administrative staff with adequate time to process fee applications.
- Census dates represent the legal deadline for students to pay subject fees.
- Census dates are published prior to, or on the day of, the opening of enrolment.
- All students are legally obliged to pay fees if they do not withdraw from study prior to the census date – notwithstanding special circumstances.
  - Special circumstances are described in section 14-1 a-d of the Australian Government (2022b) guidelines and include medical, family, personal, employment, and course-related circumstances.
- Census dates must be  $\geq 20\%$  of the total time between the subject commencement and its completion

### *2.6. Protecting Student Fees*

GTB is a levied contributor to the Tuition Protection Service (TPS). Procedures are:

- TPS levies are determined annually and GTB is notified of the set levy, which derives from an equation based on administrative, risk rating, and special tuition protection components.
- This levy is paid by the required date, from which time GTB is actively contributing to the TPS fund and students are assured of tuition protection.
- If GTB defaults, students are eligible for a refund of their pre-paid unspent course fees or the costs of placement with an alternative provider, which will be met through the TPS.
- In a case of default, the required procedure for triggering TPS involvement necessitates a set of time-sensitive steps, as outlined within the Department of Education (2022e) default obligations document. A succinct overview is available at: <https://www.dese.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021/46-tuition-protection>.
- If default occurs the administrative requirements of the notification process override other business priorities.

### *2.7. Management of Unpaid Fees*

- Student payments are managed through the student lifecycle and the following are undertaken if payments are late.
  - Reminder emails are sent when payments are due.
  - If a fee payment is overdue GTB contacts the student and requests payment.
  - Students who fail to respond and fail to renegotiate a payment plan receive a written request for an appointment to discuss their continued enrolment.
  - If the student is non-responsive or uncooperative to the payment request GTB reserves the right to terminate enrolment.
  - When enrolment is terminated the student is presented with an account of fees owed.
  - GTB will continue to seek for and negotiate payment until a decision is made to classify the unpaid fees as a bad debt.

### *2.8. Withdrawing from Study and Fee Refunds*

Fee refunds are available depending on census date and circumstances and must be actioned by contacting the Administration Manager and completing the Application for Remission of HELP Debt or Refund of Upfront Payment and Academic Penalty Form. This must be submitted as

soon as the decision is made to withdraw and seek a refund; in special circumstances where this may not be possible the form must be received no more than six (6) months past the withdrawal date. Refund applications are processed within twenty (20) working days of receipt of the relevant form and all required information.

Refunds of money will be made via either bank transfer in instances of fee-for-service students and a crediting of FEE-HELP balance for those utilising government funding assistance. GTB will refund the SSAF credit amount directly to the student, who is responsible for acquitting their ATO debt.

The refundable and non-refundable components of a student fee are:

	<b>From application submission to census date</b>	<b>After census date</b>	<b>After census date with special consideration</b>	<b>Paid upfront for subjects but does not progress</b>
<b>Enrolment Fee</b>	Non-refundable	Non-refundable	Non-refundable	Non-refundable
<b>Administration Fee (if applicable)</b>	Non-refundable	Non-refundable	Non-refundable	Non-refundable
<b>Tuition Fee</b>	100%	Non-refundable	Pro rata amount equal to paid course remaining*	100%
<b>Student Services and Amenities Fee</b>	100%	Non-refundable	Pro rata amount equal to paid course remaining*^	Pro rata amount equal to paid course remaining*^

\* Discretionary amount to be calculated on a case-by-case basis

^ SA-HELP debt remains with the ATO. GTB refunds directly to the student.

### *Grievances Related to Fee Matters*

Students may appeal a fee management decision through the Student Grievance Policy and its procedures. As described within these documents, an informal process is recommended initially. If a resolution is not reached from this first step, then a formal grievance process is commenced, and a satisfactory outcome sought through the described procedural mechanisms.

#### 4. Key Requirements

- Engagement with the student body regarding the use of the SSAF.
- Finalisation and uploading of all fee and direct student costs information on the GTB website prior to the opening of enrolment.
- Publishing of the ensuing year SSAF prior to October 1.
- Publishing of course fees prior to the opening of enrolment.
- Publishing of administrative and census dates prior to the opening of enrolment.
- Publishing of TPS information on the GTB website.
- Clear information available to students regarding fee management appeal mechanisms.

#### 5. Roles, Responsibilities and Accountabilities

Due to the specialised nature of managing student fees this role sits with the Administration Manager, who is responsible for administering all aspects of student fees at GTB.

Students are responsible for the completion of several formalities related to fee payments such as disclosing a legitimate tax file number (TFN), registering a Unique Student Identifier (USI) and submitting the electronic Commonwealth Assistance Form (eCAF).

#### 6. Monitoring, Review and Assurance

This procedure meets the requirements of section 1.1.2, 6.2.1, 7.2.2. and 7.2.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review is required to maintain compliance.

#### 7. Recording and Reporting

Fee data is recorded in various administrative areas, which are managed by the Administration Manager. This is required to be regularly reported to relevant government departments.

## 8. Appendix

Australian Government (2022a). FEE-HELP information.

[https://www.studyassist.gov.au/sites/default/files/help\\_publications\\_2022\\_fee-help\\_booklet\\_081221.pdf?v=1647561336](https://www.studyassist.gov.au/sites/default/files/help_publications_2022_fee-help_booklet_081221.pdf?v=1647561336)

Australian Government (2022b). Higher Education Support (Administration) Guidelines 2022.

<https://www.legislation.gov.au/Details/F2022L00344>

Australian Government (2022c). Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022.

<https://www.legislation.gov.au/Details/F2022L00346>

Australian Government (2022d). SA-HELP Information.

[https://www.studyassist.gov.au/sites/default/files/help\\_publications\\_2022\\_sa-help\\_booklet\\_02\\_0.pdf?v=1647561370](https://www.studyassist.gov.au/sites/default/files/help_publications_2022_sa-help_booklet_02_0.pdf?v=1647561370)

Australian Government (2022e). TCSI. Tertiary Collection of Student Information.

<https://www.tcsisupport.gov.au/>

Department of Education (2022a). FEE-HELP. <https://www.dese.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021/31-fee-help>

Department of Education (2022b). Higher Education Providers Tuition Protection Service.

<https://www.dese.gov.au/tps/higher-education-providers-tuition-protection-service>

Department of Education (2022c). Higher Education Administrative Information for Providers.

Re-Crediting, Remission and Repayment. <https://www.dese.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021/42-recrediting-remission-and-repayment>

Department of Education (2022d). Student Services and Amenities Fee.

<https://www.dese.gov.au/higher-education-loan-program/approved-hep-information/student-services-and-amenities-fee>

Department of Education (2022e). Tuition Protection Service. Higher Education Provider

Default Obligations. <https://www.dese.gov.au/download/12428/higher-education-provider-default-obligations/23390/document/pdf/en>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Fee Management Procedure	
ID	CP02-PP02-SP07-PR11	
Owner	Administration Manager	
Contributor	Director	
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	25 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from 2020 Handbook. Refine content as necessary.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	9 <sup>th</sup> October 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## **Student Grievance Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the handling of student grievances.

This policy applies to all stakeholders involved with student complaints and grievances and includes all staff, students, and external mediators.

### **2. Principles and Key Requirements**

GTB applies the complaint handling best practice guidelines developed by the Commonwealth Ombudsman (2016) within this policy. The following bullet points encompass these in general terms:

- GTB provides an accessible, transparent, and respectful grievance handling system.
- Grievances are dealt with on their merit.
- Each grievance is managed in an objective and unbiased manner.
- There is clear procedural fairness to all parties.
- There is management of the conduct of those who act unreasonably.
- Confidentiality and privacy are fundamental.
- Staff are empowered to implement the grievance handling system as relevant to their role.
- Responding to and learning from grievances is an essential part of GTB's commitment to continual improvement.

GTB values the Gestalt Therapy student body and strives to deliver quality teaching, learning, and educational services to these students. Grievances about GTB and provided services may arise for a variety of reasons and - in the interests of student welfare, continuous improvement, and ongoing compliance - GTB is committed to allowing voice and collaboratively developing solutions for those who hold legitimate complaints and concerns about the service GTB delivers.

GTB acknowledges that a student grievance may emerge from a breakdown in the relationship between staff and student. GTB realises staff have a position of authority relative to students - in that they observe, assess, and give feedback to students on their progress - in the educational setting. For these reasons GTB wishes to acknowledge that student grievances will be addressed in a sensitive and comprehensive manner, and that resolution strategies will be cognisant of the power issues that are inherent in this relationship.

GTB commits to ensuring clear pathways for grievances to be submitted, to making sure of their timely resolution, and to enabling equity and transparency throughout any course of action. As such, the grievance process is framed by the following considerations:

- All parties to a grievance or appeal are required to act with good faith and good conduct.
- A fair and reasonable grievance must be lodged.
- All parties are allowed a support person who is entirely separate from the grievance.
- The student can nominate a third party to speak on their behalf.
- No party will be disadvantaged due to the grievance.
- The student will be able to withdraw the grievance without repercussion.
- All parties are provided with the opportunity to respond to a grievance.
- Any party has the right to appeal against a decision regarding a grievance.

The individual lodging the grievance is subject to withdrawal of the grievance process or to disciplinary action if he or she displays:

- Incessant and persistent negative actions when the grievance has been reviewed and progress made towards resolution.
- Rude, aggressive, or obstructive conduct.
- Arguments that are disproportionate, unrealistic, false, trivial, or inflammatory.
- The presence of any action that compromises the safety and wellbeing of staff or students.

### 3. Roles, Responsibilities and Accountabilities

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



Additional responsibilities and accountabilities include staff and students who interact with students lodging a grievance.

#### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 6.2.1, 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 grievances, appeals and outcomes are recorded within the relevant student file.

Reporting of student grievances occurs from the Academic Manager to the Director, and the Academic Governance Body as necessary.

#### 6. Related Documents

- Privacy Policy
- Student Experience Policy
- Student Grievance Procedure
- Student Representation Policy
- Student Welfare Policy

#### 7. Policy Review

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

## 8. Appendix

Commonwealth Ombudsman (2016). Complaints Handling at Universities. Australian Best Practices Guidelines.

[https://www.ombudsman.gov.au/\\_data/assets/pdf\\_file/0019/37351/University-Complaints-Handling-Guidelines-April-2016.pdf](https://www.ombudsman.gov.au/_data/assets/pdf_file/0019/37351/University-Complaints-Handling-Guidelines-April-2016.pdf)

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Grievance Policy	
ID	AP01-PP01-SP17	
Owner	Academic Manager	
Contributor	Administration Manager, Director, Academic Staff	
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	20 <sup>th</sup> June 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 3 in 2020 Handbook. Refine content. Develop a separate Procedure to accompany this policy.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Student Grievance Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes for the handling of student grievances.

This procedure correlates to the Student Grievance Policy and applies to all stakeholders involved with the handling of student complaints and grievances and includes all staff, students, and external mediators.

### 2. Process and Key Control

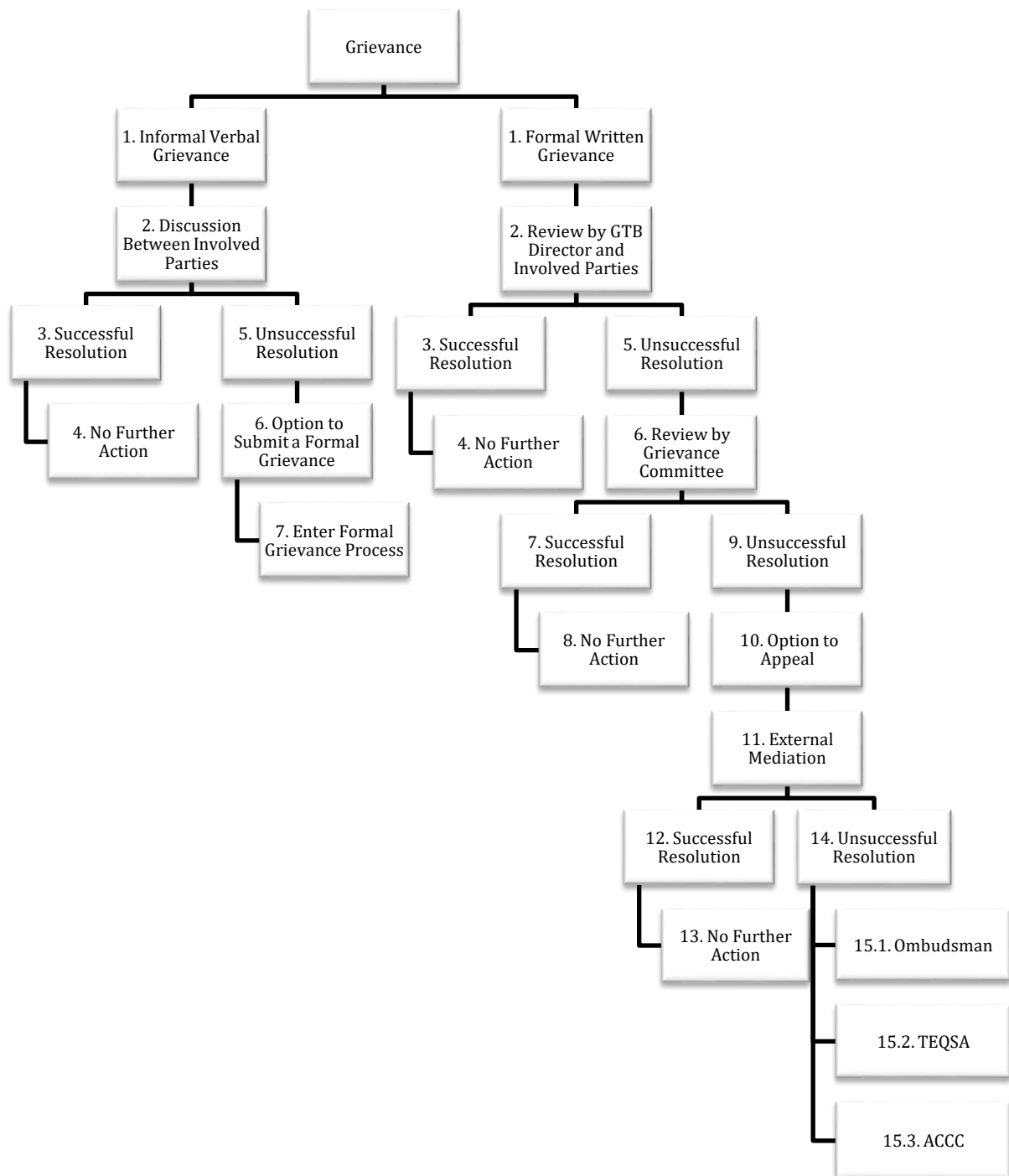
The procedure for the handling of student complaints at GTB occurs as set out below. For ease of use a numbered flowchart visually depicting the informal and formal grievance pathways is included.

This procedure follows the fundamental premise that, while informal resolution is the preferred process for all grievances, a student can move directly to the Formal Grievance Process if this is preferred. However:

... as a general rule, and following common practice, unless there are exceptional circumstances, formal grievances are only made after the informal grievance process has been exhausted.

This premise means that students are encouraged to seek informal grievance resolution prior to accessing the formal grievance pathway. The aim of this is to address the grievance internally within GTB's processes so that the Gestalt Therapy techniques inherent to the organisation can be applied to resolve the issue. If this approach is unsuccessful, then the formal grievance pathway is utilised.

The following flowchart and associated written description review the grievance procedure at GTB:



In the following text the numbers above correlate to those outlined below.

### *2.1 Informal Grievance Process*

1. If a student has a concern about any aspect of the education program or how he or she has been treated, that student is encouraged to make a time to talk directly with the person involved to successfully resolve the issue.

2. The involved individual will meet with, and listen to, the concerns of the student and respond using the tools of conflict resolution to resolve the grievance. In this phase of grievance resolution, it is permissible to access further resources, including inviting those with suitable knowledge to meet informally with the student, if the student agrees with this. From these meetings a resolution to the grievance is proposed.
3. If the student accepts the suggested resolution, then the grievance is closed.
4. No further action is required, and the student file and institutional records are updated to reflect this.
5. If the student rejects the resolution the grievance remains unresolved.
6. From a situation of an unsatisfactory resolution the student has the option to submit a formal grievance.
7. The student may enter the formal grievance process, as outlined in section 2.2 below.

## *2.2 Formal Grievance Process*

1. The student communicates in writing to a staff member by clearly describing their grievance and stating that he or she wishes to enter the formal grievance process. Required content of this formal written communication includes:
  - The nature of the grievance
  - Timeline of pertinent events
  - Evidence to support the grievance
  - Actions taken to resolve the matter
  - The desired outcome
  - Any additional material not yet presented
2. The student, the Director, and other involved parties will formally meet to discuss the grievance and to work towards a resolution. The outcome of this meeting will be communicated to the student within ten (10) working days.
3. If the student accepts the suggested resolution, then the grievance is closed.
4. No further action is required, and the student file and institutional records are updated to reflect this.
5. If the student rejects the resolution the grievance remains unresolved.

6. In instances of an unsatisfactory resolution a grievance committee will be convened. This will consist of individuals with knowledge of the area under grievance; for example, if an academic matter is under discussion the Academic Manager, a member of the Academic Governance Body, and the Director will constitute the committee. If a personal matter is under discussion, then individuals with expertise in the subject will be called upon alongside the Director. If deemed necessary and all parties agree, a wholly independent member may also be requested to attend. From this meeting a resolution to the grievance is proposed, which is communicated to the student within ten (10) working days.
7. If the student accepts the suggested resolution, then the grievance is closed.
8. No further action is required, and the student file and institutional records are updated to reflect this.
9. If the student rejects the resolution the grievance remains unresolved.
10. In instances of an unsatisfactory resolution the student has the option to submit an appeal, which must be received within twenty (20) working days of receipt of the notification of outcome from the grievance committee.
11. GTB will contact the Resolution Institute (ex-Institute of Arbitrators and Mediators Australia) to initiate external mediation to resolve the grievance. The timeline for this process is externally determined. From this meeting a resolution to the grievance is proposed, which is communicated to the student within a time-period specified by the mediator.
12. If the student accepts the suggested resolution, then the grievance is closed.
13. No further action is required, and the student file and institutional records are updated to reflect this.
14. If the student rejects the suggested resolution the grievance remains unresolved.
15. In instances of an unsatisfactory resolution the student is directed to contact any of the following agencies to pursue further action:
  - 15.1. Ombudsman.
  - 15.2. Tertiary Education Quality Standards Agency (TEQSA).
  - 15.3. Australian Competition and Consumer Commission (ACCC).

From this point the grievance process leaves the confines of the GTB policy and procedure framework, and all parties engage with the directions of the contacted Agency.

### 3. Key Requirements

All formal meetings must be accurately minuted and be a true reflection of the discussions.

The costs of this grievance process described within this procedure will be borne by GTB and will be free of charge to the student. GTB will not bear the cost of any external person or professional that is outside of the process described in this procedure.

If external reviewers or an external agency recommend changes in relation to a grievance the Director will ensure these are actioned within thirty (30) working days.

### 4. Roles, Responsibilities and Accountabilities

The Academic Manager is responsible for this policy and for maintaining oversight of student grievance management.

Additional responsibilities and accountabilities include staff who are required to be involved with student grievances as required.

### 5. Monitoring, Review and Assurance

This procedure facilitates the meeting of the requirements of section 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 6.2.1, 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 grievances and outcomes are recorded within the relevant student file. Outcomes of relevance to GTB are documented within the appropriate record-keeping location.

Reporting of student grievances occur from the Academic Manager to the Director, and the Academic Governance Body as necessary.

## 7. Appendix

Australian Competition and Consumer Commission (2022). <https://www.accc.gov.au>

Queensland Ombudsman (2022). <https://www.ombudsman.qld.gov.au>

Resolution Institute (2022). <https://www.resolution.institute>

StudyAssist (2022). Higher Education Student Complaints.

<https://www.studyassist.gov.au/support-while-you-study/higher-education-student-complaints>

Tertiary Education Quality Standards Agency (2022). Raising a complaint or concern.

<https://www.teqsa.gov.au/raising-complaint-or-concern>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Grievance Procedure	
ID	AP01-PP01-SP17-PR12	
Owner	Academic Manager	
Contributor	Administration Manager, Director, Academic Staff	
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	20 <sup>th</sup> June 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No. 3 in 2020 Handbook. Refine content. Align to the Student Grievance Policy.
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DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025



## **Student Records Management Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for student records management.

This policy applies to all stakeholders involved with students and includes all staff, third parties interacting with student records, and students who may request access to records.

This policy refers to student records specifically; for information on non-student record management refer to the Business Administration Policy.

### **2. Principles and Key Requirements**

GTB acknowledges the requirement for accountability to all institutional stakeholders and recognises the obligation to maintain and manage student records. The following framework is applied to student record management:

- Efficient student records management supports good business practice.
- Accountability and transparency in student records management is essential.
- Student records management is systematic and comprehensive.
- GTB sources and utilises reliable and effective student record management systems.
  - A cloud-based interface is used for statutory reporting to external bodies.
  - A SharePoint-based system is used for record keeping of internal student matters.
- Activities not automatically generating records are documented, including phone and email conversations and all oral decisions.
- Student records are accurate, up to date, reliable, and complete.
- Student records are stored securely, and access is appropriately authorised.
- Student record keeping procedures meet confidentiality requirements.
- Retention periods are assigned to student records to meet regulatory needs.
- Disposal of student records is appropriately authorised.
- Non-institutional access to student records is appropriately legislated.

GTB student records management aims to:

- Integrate records management to facilitate transfer of data across software interfaces and between key business elements.
- Ensure accurate record-keeping to enable successful transferral of data from the student management system to reporting bodies.
- Facilitate the extraction of data for business purposes.

Students may request access to their records. If students feel that the information contained in their file is incorrect, they may seek to clarify the matter. If the identified issue is not dealt with satisfactorily, students may pursue the process outlined in the Student Grievance Policy.

Refer to the Student Records Management Procedure for detailed information on the operational application of this policy. Legislation and guidelines specific to this policy are in found within the appendix.

### 3. Roles, Responsibilities and Accountabilities

The administrations manager is responsible for this policy and for maintaining oversight of accurate student records management.

Additional responsibilities and accountabilities include academic staff who are required to record and communicate student record data.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.2.1, 1.5.7, 1.5.10, and 7.3.3 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 5. Recording and Reporting

Reporting of student records management matters occurs from the Administration Manager to the Director, the Academic Manager, and the student body as necessary.

At the governance level the Director reports on student records management matters to the Corporate Governance Body annually.

## 6. Related Documents

- Admissions Policy
- Business Administration Policy
- Information Systems Operations and Security Policy
- Infrastructure Policy
- Privacy Policy
- Student Experience Policy
- Student Grievance Policy
- Student Records Management Procedure

## 7. Policy Review

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

## 8. Appendix

Australian Government (2022). Archives Act 1983 (Cth)

<https://www.legislation.gov.au/Details/C2021C00366>

Australian Government (2022). Freedom of Information Act 1982 (Cth)

<https://www.legislation.gov.au/Series/C2004A02562>

Australian Government (2022). Privacy Act 1988 (Cth)

<https://www.legislation.gov.au/Details/C2022C00135>

Higher Education Provider Guidelines 2012

[https://www.legislation.gov.au/Details/F2022C00479/Html/Text#\\_Toc93391329](https://www.legislation.gov.au/Details/F2022C00479/Html/Text#_Toc93391329)

Higher Education Support Act 2003 (Cth)

<https://www.legislation.gov.au/Details/C2022C00005>

International Standards Organisation (2022). ISO 15489-1:2016. Information and documentation - Records management - Part 1: Concepts and principles.

<https://www.iso.org/standard/62542.html>

Queensland Government (2022). Public Records Act 2002 (Qld)

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2002-011>

Queensland Government (2022). Right to Information Act (2009).

<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2009-013>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Records Management Policy	
ID	CP02-PP02-SP08	
Owner	Administration Manager	
Contributor	Director, Academic 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	15 <sup>th</sup> September 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No. 2 in 2020 Handbook. Separate distinct content into individual policies. For selected content change title from Guideline for Educational Program: Ethical Considerations to Student Records Management Policy. Refine content as necessary. Create a discrete procedural document for this policy.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Records Management Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) engagement with the process of student records management.

This procedure relates to the Student Records Management Policy and applies to all stakeholders involved with students and includes all staff, third parties interacting with student records, and students who may request access to records.

### 2. Process and Key Control

This procedure discusses the different aspects of student record creation, storage, and disposal through review of the following procedural areas:

- 2.1: Capturing student records.
- 2.2: Classifying student records.
- 2.3: Accessing student records.
- 2.4: Securing student records.
- 2.5: Retaining student records.
- 2.6: Disposing of student records.

Each of these sections discusses student records only: for business records review the Business Administration Procedure.

#### *2.1. Capturing student records*

- Completed admissions and fee data is stored in either the student management system and/or the relevant electronic record.
- Activities not automatically generating records are documented, including phone and email conversations and oral decisions, and are stored in the relevant student electronic record.
- The student testamur and academic transcript is stored in the relevant electronic record.

## *2.2. Classifying student records*

GTB utilises cloud-based service providers for student management and for interfacing with regulatory data collection. The institution also stores student information within folders and files held in SharePoint, which has a developed classification system referencing distinct areas of student engagement.

- The Transforming the Collection of Student Information (TCSI) system applies a selection of coding standards across reporting requirements that are used to classify distinct elements in data packet collection areas.
- The student management system interfaces between GTB administration and TCSI and has specific data fields that must be completed to successfully classify student information.
- GTB classifies student electronic folders in specific areas of SharePoint and categorises sub-folders and files as required.
- GTB strives to maintain the accuracy, currency, and relevance of the data it holds.

## *2.3. Accessing student records*

- The GTB director and selected administrative and academic staff have access to student records. This access is commensurate with the employment position and the role tasks that accompany this. All individuals provided with access to records use a secure password and are bound by their employment terms to maintain student record security and privacy.
- All current and past students can access their records by contacting the Administration Manager in writing. Once access is granted the student is permitted to copy their record if required.
- There is no charge for access to student records but copying charges may be incurred, which are assessed on a volume basis.
- If a student requests corrections to their record these will be undertaken within ten (10) working days if these corrections are deemed accurate.

## *2.4. Securing student records*

GTB takes all reasonable steps to protect the security of student records including suitable measures to protect cloud-based, electronic, and physical records.

- All cloud-based and electronic records are password-protected, are not shared outside of GTB staff who require access due to their work role, and are safeguarded against unauthorised access.
- Physical copies of student records, if any, are stored in a locked filing cabinet and held in a secure room away from student access.
- Information about a student is not disclosed to a third party without the consent of the student concerned, unless required or permitted by law.
- People external to GTB will not have access to student records unless written permission is received from the student.
- Information requested by another education institution about a current or former student will not be released without the written permission of the student.

Electronic backup of data occurs in an ongoing manner within the parameters of third-party provider settings. All electronic data is stored in digital format through offsite servers and is subject to the applied security measures.

### *2.5. Retaining student records*

Student records are retained in cloud-based, electronic, or physical storage management systems, dependent on record format. If a physical record is scanned to digital format and transferred to the cloud-based or electronic management system, the original physical record can be disposed of providing all data is captured in its entirety, permissions for disposal are sought and received, and relevant authorities are notified as needed.

Student record retention timeframes are:

- Student record of testamur and academic transcript are retained for at least thirty (30) years after the completion of studies to allow for reissue of documentation if needed.
- Student financial records and student loan documentation are retained for at least seven (7) years.
- Student admissions, progression, retention, and graduation information is retained for at least seven (7) years after completion or discontinuation of course.
- Student support records (e.g., disability support, interpreter, reading assistance, etc – excluded is academic support) are retained for at least seven (7) years.

- Student grievance and appeals records are retained for at least five (5) years.
- Student academic records are retained for at least two (2) years after the completion of studies.
- Student record of assessments, including RPL assessment evidence, are retained for at least one (1) year after the grade decision.
- Student records required for legal action are retained until the completion of that legal action, including appeals.

Student records requiring long-term retention can be transferred to a secure and private cloud-based, electronic, or physical archive management system for administrative efficiency.

#### *2.6. Disposing of student records*

All student records are disposed of in accordance with legislation, guidelines, and best practice.

### 3. Key Requirements

Accurate record-keeping is fundamental to the student records management system.

Third-party providers are required to fulfil their obligations to ensure the integrity of the student records management system.

### 4. Roles, Responsibilities and Accountabilities

The Administration Manager is responsible for this policy and for maintaining oversight of student records management.

Additional responsibilities and accountabilities include academic staff who are required to record and communicate student record data.



## 5. Monitoring, Review and Assurance

This procedure facilitates the meeting of the requirements of section 1.2.1, 1.5.7, 1.5.10, and 7.3.3 of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

## 6. Recording and Reporting

Reporting of student records management matters occurs from the Administration Manager to the Director, the Academic Manager, and the student body as necessary. At the governance level the Director reports on student records management matters to the Corporate Governance Body annually.

## 7. Appendix

Australian Government (2022). Archives Act 1983 (Cth)

<https://www.legislation.gov.au/Details/C2021C00366>

Australian Government (2022). Freedom of Information Act 1982 (Cth)

<https://www.legislation.gov.au/Series/C2004A02562>

Australian Government (2022). Privacy Act 1988 (Cth)

<https://www.legislation.gov.au/Details/C2022C00135>

Higher Education Provider Guidelines 2012

[https://www.legislation.gov.au/Details/F2022C00479/Html/Text#\\_Toc93391329](https://www.legislation.gov.au/Details/F2022C00479/Html/Text#_Toc93391329)

Higher Education Support Act 2003 (Cth)

<https://www.legislation.gov.au/Details/C2022C00005>

International Standards Organisation (2022). ISO 15489-1:2016. Information and documentation - Records management - Part 1: Concepts and principles.

<https://www.iso.org/standard/62542.html>

Queensland Government (2022). Public Records Act 2002 (Qld)

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2002-011>

Queensland Government (2022). Right to Information Act (2009).

<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2009-013>

## 8. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Records Management Procedure	
ID	CP02-PP02-SP08-PR12	
Owner	Administration Manager	
Contributor	Director, Academic 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	15 <sup>th</sup> September 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No. 2 in the 2020 Handbook. Refine content as necessary.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Representation Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for student representation at the institution.

This policy applies to all students, staff, and governance body members at GTB.

### 2. Principles and Key Requirements

GTB recognises the need for student involvement in matters that are of interest or concern to the student body. As such, GTB provides mechanisms of representation through the following:

- Student partners are established across each year group, leading to four student partners in total.
- A student representative is chosen from the student partners, who attends GTB governance meetings and is active in academic governance through established committee positions.
- The student representative reports back to the student partners from governance meetings, who then communicate as necessary to the student body.
- Additional pathways of student voice exist at GTB – see section 2.4 below.

GTB has the following avenues for student representation to the institution.

#### *Year group student partners*

Student year group partners are volunteers who represent and advocate for the needs and interests of fellow students in their year of study, which is a role that is entirely separate from student advocacy, feedback and grievance. This position is filled through nomination of a student who has general agreement from their year group that they are suitable for the position. The role has the following characteristics:

- The student partner role is designed to serve as a representative sample of 1 from within a year group. As the student partner experiences the same learning dynamics as their year group peers, they can easily identify and express any emergent issues.
- This means the student partner speaks as an 'I' and not a 'we', which facilitates the ability to focus responsibility for communicating these.
- As such, student partners speak for themselves as a student within a year group – they are a unique voice in their cohort and although they share experiences, they do not speak for the year group as a whole - see the following bullet point.
- While student representatives do not claim to speak for the entire year level, they play a vital role in facilitating communication by encouraging peers to raise concerns or perspectives with them, which they can then pass on in appropriate forums.
- The student partner does not address advocacy, feedback, or grievance; there are established channels for these that lie outside the student partner role. The student partner can assist students in these areas by directing them to the year coordinator and to the feedback and student survey mechanisms within Moodle.

Student partners are able to represent their peers without personal agenda or bias, retain privacy and confidentiality, review and understand GTB policies, and be willing to communicate through the following:

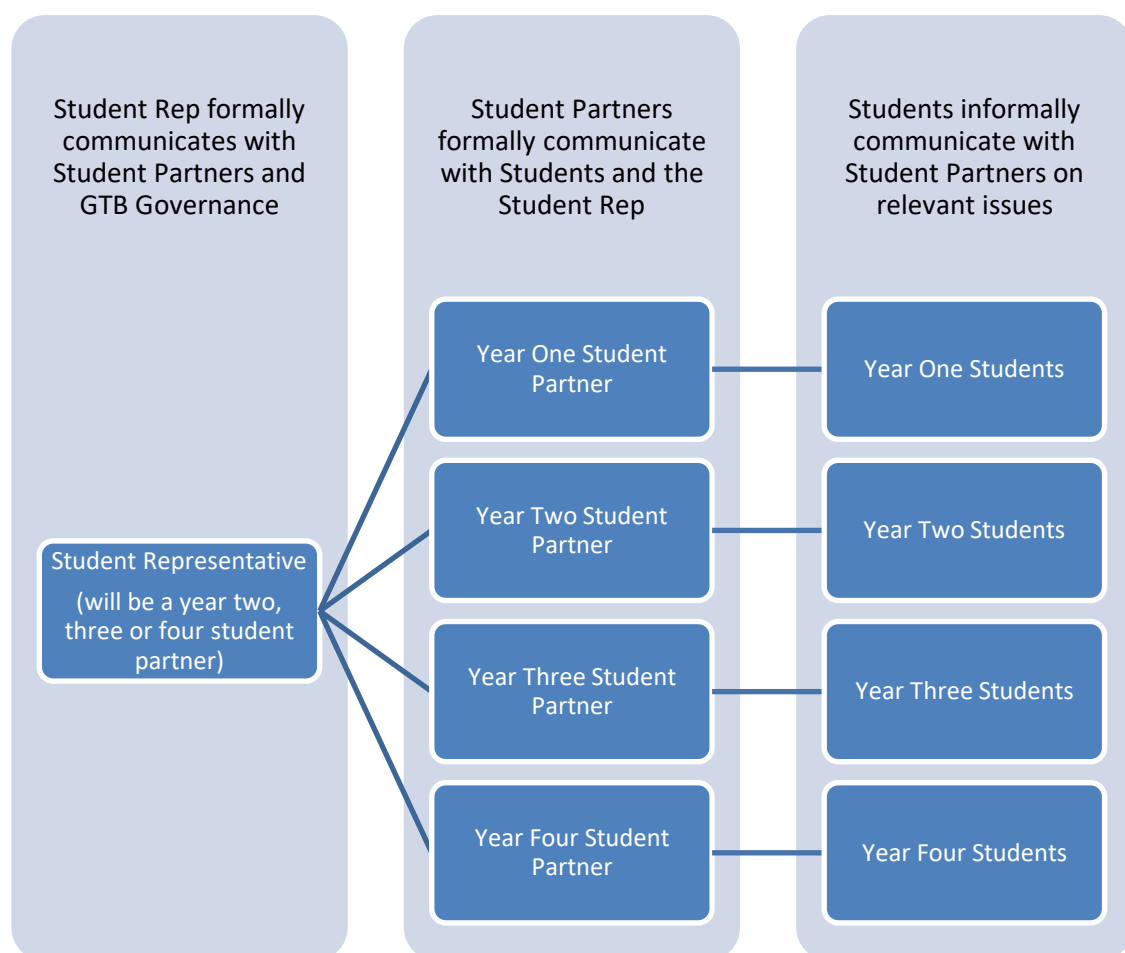
- Two meetings per year with the student representative.
  - Discuss academic governance and educational issues
  - Discuss and/or respond to topics as requested by governance
  - Discuss and/or respond to any other matters that arise
- One meeting per year between the student partners and GTB academic leadership representative - if feedback from students requires attention.
  - Student feedback is collated by the academic leader
  - Issues arising are reviewed and addressed as needed.
- Ad hoc meetings as required.

#### *GTB student representative*

From the year group student partners, one person is nominated to be a student voice within institutional decision making. The role of this student representative is to:

- Represent all students at Academic Governance Body (four times annually) and Gestalt Education Processes Committee (ad hoc) meetings.
- Gather information from student partners and present this at meetings.
- Provide updates on course issues, learning environment, resources, diversity and inclusion, and any other student-relevant matter to governance.
- Continuously improve the student learning experience by raising issues and working in partnership with GTB to identify appropriate solutions.
- Provide both positive and negative feedback to staff and fellow students.
- Be the student voice on GTB projects.
- Clear communication channels between GTB governance, the student representative and the student partners ensure an ongoing feedback loop between the institution and students.

## 2.2. Diagrammatic Overview



Selection of the student representative will occur annually. If a representative wishes to step down from their position, or their circumstances become such that they are unable to continue, another student can fulfil their vacated role.

#### *Additional Pathways*

- There will be an anonymous student feedback process for complaints and issues through Moodle.
- Advocacy via an external body (the National Student Ombudsman - see Student Grievance procedure) is available to students.

#### *Surveys*

GTB conducts student surveys to engage with any issue that may be voiced. This format can be favoured by those who may not wish to verbalise their thoughts but are comfortable providing these in a confidential written format. These surveys offer the opportunity to bring attention to a range of issues and contribute to capturing the full student voice.

External surveys of the student body are also undertaken, notably the Quality Indicators of Learning and Teaching (QILT), which is managed by the Social Research Centre at Australian National University. These surveys provide high-level student feedback to GTB that enable informed forward planning.

#### *Student interviews*

While scheduled interviews with students primarily focus on academic progress, they enable conversation on topics that may affect a single student. As with confidential surveys, interviews provide the opportunity to bring attention to the individual voice as opposed to the broader cohort that is captured through a representative.

#### *Direct approach to staff*

Students are encouraged to approach staff directly to voice concerns. This communication avenue enables those who may have immediate issues or may not feel comfortable utilising

other means of interaction, to have self-representation. This may require additional people to be brought into the conversation to create resolutions, with consent from all parties.

*Consultation regarding Student Services and Amenities Fee spending.*

The student body is consulted on new initiatives proposed to be funded by the Student Services and Amenities Fee (SSAF), which will be phased out from 2025 onwards. Much of this fee is directed to student academic skill development, which is a valued and valuable support service. Remaining monies are funnelled to a variety of GTB student services, which are determined annually in consultation with students. Channels of communication for this process are:

- Publication of SSAF spending priorities on the GTB website.
- A circulated invitation to students requesting comments on proposed spending priorities.
- A dedicated contact point for student discussion and feedback.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the GTB Director.

All GTB students and staff have a role to play in ensuring the success of student representation mechanisms.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.3.3, 5.3.5, 5.3.7, 6.1.4, 6.3.3, 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

Issues brought to the attention of GTB through student representation are recorded in the appropriate location. For example, student representation issues discussed through governance are captured in minutes, student interview data is recorded in student files if appropriate, and

informal discussion with staff is brought to staff meetings and captured in the meeting minutes. Informal peer feedback via student partners, while not formally recorded at the discussion level, is reported and recorded within meeting minutes.

Student representation is a standing item on the Academic Governance Body agenda.

## 6. Related Documents

- Equity and Diversity Policy.
- Orientation Policy.
- Privacy Policy.
- Student Experience Policy.
- Student Grievance Policy.
- Student Welfare Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Australian Government (2022). Quality Indicators of Learning and Teaching.

<https://www.qilt.edu.au/>

Bishop, D. (2018). More than just listening: The role of student voice in higher education, an academic perspective. *IMPact: The University of Lincoln Journal of Higher Education Research*, 1(1), 15.

Isaeva, R., Eisenschmidt, E., Vanari, K., & Kumpas-Lenk, K. (2020). Students' views on dialogue: improving student engagement in the quality assurance process. *Quality in Higher Education*, 26(1), 80-97.



## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Representation Policy	
ID	CP02-PP02-SP03	
Owner	Director	
Contributor	Administration Manager, Academic Manager	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	16 <sup>th</sup> September 2022	New Policy. Build policy in new template. Procedure collapsed into policy.
2.0	31 <sup>st</sup> March 2025	Major updates arising from review based in student consultation throughout 2024.
2.1	18 <sup>th</sup> December 2025	Approval by CGB to bring policy in line with the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance (v 1.0)	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance (v 2.0)	Corporate Governance Body	26 <sup>th</sup> May 2025
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## **Student Support Policy**

### **1. Purpose and Scope**

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the institutional approach towards student support.

This policy applies to all stakeholders at all levels of student involvement and includes all staff, contractors, volunteers, and others who interface with GTB students.

### **2. Principles and Key Requirements**

This policy encapsulates the various mechanisms of student support offered to those enrolled in educational programs at GTB. This document provides an overarching view of student support and as such, specific policies should be reviewed to understand student support in defined areas such as course progression, academic support, student welfare, student representation, critical incidents, grievance, sexual assault and harassment, English language, and equity and diversity.

Student support at GTB is based in the following principles:

- Student support principles are embedded throughout the organisation.
- Support mechanisms may be provided through in-house channels, through externally sourced services, or through a combination of these.
- Course admission criteria describe the foundational academic and personal characteristics that support student success.
- Course progression criteria are explicit and based in individualised attainment of integrated knowledge of gestalt therapy throughout different stages of the supported learning journey.
- Students at risk of not progressing are supported by specific content from within the course structure and, depending on individual circumstances, from in-house or external channels.
- Academic staff are able to identify at risk students and successfully direct the student to the service/s that can support their needs.

- Support mechanisms are mindful of student sub-cohorts and are able to be tailored to a diversity of student needs.
- Students are offered, and have access to, the necessary support prior to census dates.
- Assessment requirements can be adjusted to support individual student circumstances.
- Student support services are continually quality-audited through student and staff feedback, with areas for improvement identified and actioned.

Refer to the Student Support Procedure for detail regarding the processes related to the content within this document.

### 3. Roles, Responsibilities and Accountabilities

The roles, responsibilities and accountabilities associated with student support at GTB are shared across all levels of the organisation.

Students should be aware that they also have responsibilities towards their fellow students and to their learning journey.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of the Australian Department of Education Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. Ongoing monitoring and review maintain compliance and assure GTB student support meets standards.

### 5. Recording and Reporting

Staff are required to report on student support issues at regular meetings, with important matters escalated as necessary. Recording of these issues occurs within meeting minutes, which are communicated to the administration manager as required, who will record the information in the relevant file.

Reporting of student support issues to the Academic Governance Body and Corporate Governance Body occurs within quarterly reporting timelines.

GTB reports student support data to the Department of Education annually.

## 6. Related Documents

- Academic Skills Development Policy
- Assessment Policy
- Critical Incident Management Policy
- English Language Requisites and Support Policy
- Equity and Diversity Policy
- Sexual Assault and Harassment Policy
- Student Course Progression Policy
- Student Grievance Policy
- Student Representation Policy
- Student Welfare Policy

## 7. Policy Review

The Academic Governance Body shall review this policy annually - as per legislation - or earlier if required.

## 8. Appendix

- Australian Department of Education (2023). Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. <https://www.education.gov.au/higher-education/resources/draft-higher-education-provider-amendment-support-students-policy-guidelines-2023>

## 9. Version Control

DOCUMENT INFORMATION	
Document Attributes	Student Support Policy
ID	CP02-PP03
Owner	Administration Manager

Contributor	Head of Teaching and Learning, Academic Manager, Director	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	8 <sup>th</sup> November 2023	New policy as per Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023
1.1	17 <sup>th</sup> and 18 <sup>th</sup> December 2025	Approval by AGB and CGB to ensure alignment with the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Academic Governance	Academic Governance Body	7 <sup>th</sup> Dec 2023
Corporate Governance	Corporate Governance Body	21 <sup>st</sup> Dec 2023
Academic Governance	Academic Governance Body	17 <sup>th</sup> Dec 2025
Corporate Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Support Procedure

### 1. Purpose and Scope

The purpose of this procedure is to demonstrate Gestalt Therapy Brisbane's (GTB) processes of student support. For detailed information in specific operational areas, please review course progression, academic support, student welfare, student representation, critical incidents, grievance, sexual assault and harassment, English language, and equity and diversity policy documentation.

This procedure applies to all stakeholders at all levels of student involvement and includes staff, contractors, volunteers, and others who interface with GTB students.

### 2. Process and Key Control

Student support is essential to a successful and rewarding learning journey, and the provision of support tools that contribute to increasing knowledge, skills, and understanding are designed to assist this journey. Equally, consideration of individual circumstance and the utilisation of support mechanisms designed to navigate life situations also contribute to student success.

GTB applies a variety of processes of student support, as discussed in the following sections:

- 2.1: Range of student support.
- 2.2: Identifying those in need of student support.
- 2.3: Accessing student support.
- 2.4: Delivering student support.
- 2.5: Monitoring and improving student support.

#### *2.1. GTB provides a range of student support.*

GTB has a range of in-house and contracted academic and non-academic support for students. At a minimum this includes support in the areas of:

- Academic skills
- Course progression
- Critical incidents
- English language
- Equity and diversity
- Sexual assault and harassment

As students enter and engage with their learning journey, it is inevitable that different issues will emerge for different individuals. Because of this, student support is extensive, with specific services identified and accessed as needs arise.

## *2.2. Processes for identifying students that may need support.*

Due to the nature of the GTB educational material there is a focus on development of the self and relations with others, which can lead to the emergence of academic or personal elements that can hinder student progression.

GTB teaching staff are trained to identify and support these needs should they arise, and there are a variety of identifying mechanisms in place to assist in recognising students who may need support, including:

- Assessment of prior knowledge from information gathered during enrolment.
- Students self-identify as requiring assistance.
- Educators identify a need through engagement with students.
- Submitted work and/or assessments exposes a need.
- Students requiring - but not engaging with - support are identified.
- Collaborative discussion between staff about student progression identifies a need.

Once a need is identified, the relevant policy discussing the identified area can be consulted to clarify support mechanisms. Similarly, professional judgment can be applied in determining the best support for a given situation that may not be addressed through policy, which may include referral to internal or external support mechanisms. Each situation will determine the type and level of support that is implemented.

### *2.3. Processes to access student support.*

When a support need is identified, students are directed to the appropriate services, which may include:

- Academic skills support information – this is accessible within the learning resources tab of the student resources area of the learning management system. This describes the process for accessing and engaging with tutoring, workshops, and other academic skill development.
- Non-academic support is individualised to the presenting situation that triggers internally sourced support specific to need, referral to external support, or a combination of these. If the situation is addressed through specific policy, these will describe access processes.

Access to support in either of these instances is organised and initiated by the relevant staff member in tandem with the Head of Teaching, Learning, and Student Experience. This can occur in the following ways:

- The student approaches the year coordinator and requests support.
- The year coordinator approaches the student and recommends support.
- Support is assessed and accessed as per need.
- Support for diversity in age, culture, and life circumstance is provided in a tailored manner.
- Support is faithfully and fairly implemented.

All access to support provides students with the tools and time to determine their ability to progress through their learning journey at GTB. If academic skill is contributing to pre-census progression risk, then access to support is timely - with the aim of ensuring the student can make an informed decision to incur or avoid FEE-HELP debt.

### *2.4. Processes for the delivery of student support.*

Staff consistently work with students to enable success. This includes initiating access to and monitoring integration of delivered academic and non-academic support.

- Course progression status is classified across seven levels, with each level having distinct degrees of intervention and support. Therefore, the nature of this support depends on the



level of progression risk and the underlying reason/s for this, with the delivery of support tailored accordingly. See the Student Course Progression Policy and Procedure for detailed information.

- Academic adjustment arrangements that support at risk students are provided.
- Resourcing of support is appropriate to need and can be adjusted to meet changes.
- The Head of Teaching, Learning, and Student Experience can initiate a higher level or broader range of support if needed.
- If necessary, external resources may be integrated into an extended support response, i.e., these are utilised when internal capacities are unable to successfully meet needs.

#### *2.5. Processes for the monitoring and improvement of student support.*

- The Head of Teaching, Learning, and Student Experience reports support issues to the Academic Manager.
- The Academic Manager reports support issues to the Academic Governance Body.
- The Academic Governance Body reports support issues to the Corporate Governance Body via the Chairs report.
- The Academic Governance Body or the Corporate Governance Body may recommend action to resolve student support issues.
- Recommendations will be implemented as per continuous improvement guidelines.
- GTB will respond to governance recommendations within three (3) months of their receipt and will report back on the implementation of these within the next governance reporting cycle.

### 3. Key Requirements

- Student support mechanisms are accessible, understandable, timely, and appropriate.
- Cooperation between all parties is essential for effective student support outcomes.

### 4. Roles, Responsibilities and Accountabilities

The roles, responsibilities and accountabilities associated with student support at GTB are shared across all levels of the organisation.

## 5. Monitoring, Review and Assurance

This procedure meets the requirements of the Australian Department of Education Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. Ongoing monitoring and review maintain compliance and assure GTB student support meets standards.

## 6. Recording and Reporting

Staff are required to report on support issues at regular meetings, with important matters escalated as necessary. Recording of this occurs within meeting minutes, which are communicated to the administration manager as required, who records the information in the relevant file.

Reporting of support issues to governance occurs within quarterly reporting timelines.

GTB reports student support data to the Department of Education annually.

## 7. Appendix

- Australian Department of Education (2023). Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. <https://www.education.gov.au/higher-education/resources/draft-higher-education-provider-amendment-support-students-policy-guidelines-2023>

## 8. Version Control

DOCUMENT INFORMATION	
<b>Document Attributes</b>	Student Support Procedure
<b>ID</b>	CP03-PP01-SP01-PR013
<b>Owner</b>	Administration Manager
<b>Contributor</b>	Head of Teaching and Learning, Academic Manager, Director
REVISION HISTORY	

Version	Issue Date	Changes
1.0	15 <sup>th</sup> November 2023	New procedure
1.1	17 <sup>th</sup> and 18 <sup>th</sup> December 2025	Approval by AGB and CGB to ensure alignment with the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Academic Governance	Academic Governance Body	7 <sup>th</sup> Dec 2023
Corporate Governance	Corporate Governance Body	21 <sup>st</sup> Dec 2023
Academic Governance	Academic Governance Body	17 <sup>th</sup> Dec 2025
Corporate Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Student Welfare Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the institutional approach towards student welfare.

This policy applies to all stakeholders at all levels of student involvement and includes all staff, contractors, volunteers, and others who interface with GTB students.

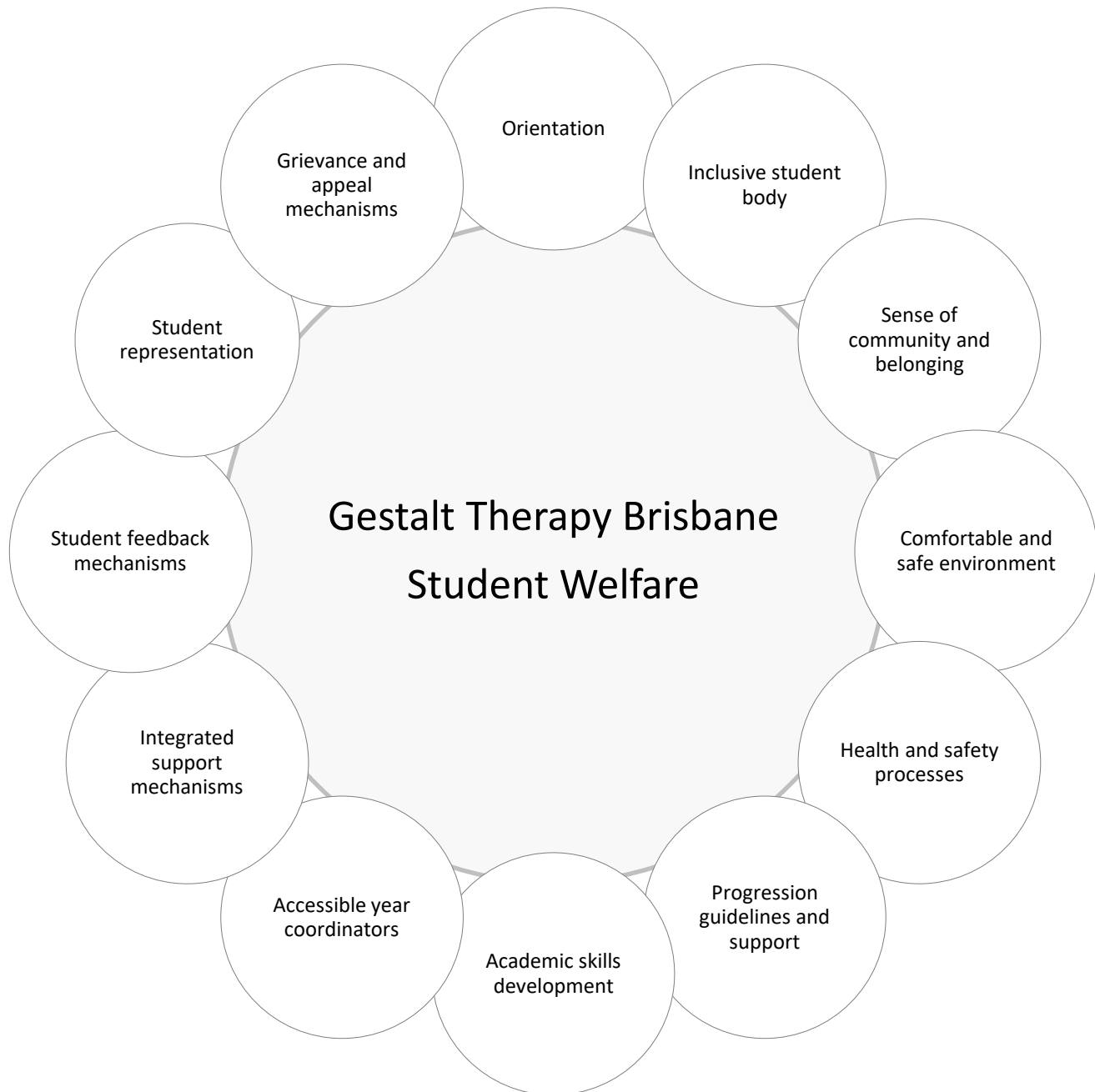
### 2. Principles and Key Requirements

This policy focuses on the wellbeing and safety of those enrolled in educational programs at GTB. While this policy aims to capture a range of possible wellbeing scenarios that may emerge from GTB's operations, it is recognised that externally generated events can also affect student engagement and performance. GTB cannot practically prevent or resolve these but can instead provide support to assist in their management and care for students in their academic journey.

To address student welfare and support needs, the following are provided:

- A safe and considerate environment on campus and online.
- A comprehensive structure for identifying needs as they arise.
- Provision of student information regarding access to support.
- Access to differing types and levels of support across academic and personal domains.
- Ability for students to modify study load to manage work/study/life balance.
- Provision of modified support services to identified student subgroups.
- Where arranged, fit for purpose third-party services.
- Strategies to reduce vulnerabilities and build connectedness.
- An emphasis on equity, integrity, respect, and responsibility.
- Mechanisms to develop student welfare action plans.
- Information to students regarding their shared welfare and safety responsibilities.

The following schematic summarises the range of student welfare and safety services provided by GTB.



Refer to the Student Welfare Procedure for detail regarding the processes related to the content within this document. Policies that interrelate to student welfare are listed in section 6 below.

### 3. Roles, Responsibilities and Accountabilities

Due to the nature of student engagement at GTB, the roles, responsibilities and accountabilities associated with student welfare are shared across all levels of the organisation.

Students should be aware that they also have responsibilities towards their fellow students with regards to their own welfare and the welfare of others.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.3.4, and 6.1.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Reporting of student welfare matters can occur in a variety of ways, depending on the immediacy and seriousness of the presenting welfare issue.

It is preferable to be voiced from the student directly to the student representative, year coordinator, Head of Teaching and Learning, or Academic Manager. Upstream reporting from any point within this hierarchy occurs as needed, depending on the situation at hand.

Reporting of student welfare issues to the Academic Governance Body and Corporate Governance Body occurs within quarterly reporting timelines.

Student welfare issues are recorded in the relevant student file and in the appropriate register or, if deemed necessary, in a distinct recording location within the GTB administrative system.

### 6. Related Documents

- Academic Staff Employment Policy
- Academic Skills Development Policy

- Critical Incident Management Policy
- Equity and Diversity Policy
- Health and Safety Policy
- Risk Management Policy
- Sexual Assault and Harassment Policy
- Student Course Progression Policy
- Student Experience Policy
- Student Fee Management Policy
- Student Grievance Policy
- Student Representation Policy
- Teaching and Learning Policy

## 7. Policy Review

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

## 8. Appendix

Tertiary Education Quality and Standards Agency (2018). Guidance Note: Wellbeing and Safety.

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Student Welfare Policy	
ID	CP02-PP02-SP04	
Owner	Administration Manager	
Contributor	Head of Teaching and Learning, Academic Manager, Director	
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	13 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template.

		Extract relevant content from Policy No. 6B in 2020 Handbook. Rename as Student Welfare Policy. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025



## Student Welfare Procedure

### 1. Purpose and Scope

The purpose of this procedure is to outline Gestalt Therapy Brisbane's (GTB) processes for monitoring and facilitating student welfare.

This procedure applies to all stakeholders at all levels of student involvement and includes all staff, contractors, volunteers, and others who interface with GTB students.

### 2. Process and Key Control

There are two essential components to student welfare procedures - recognition and intervention. Both strive for resolution to a student welfare issue, with an emphasis on the wellbeing of the individual student and the student body as a whole.

#### *2.1. Recognition of a student welfare issue*

The recognition of student welfare concerns occurs in the following way:

- A student welfare issue is voiced to, or recognised by, the immediate GTB representative.
- This representative (often an educator or year coordinator) will resolve the issue, escalate the issue, or seek additional resources to address the issue.
- If escalated, the Head of Teaching and Learning is notified and will resolve the issue, escalate the issue, or seek additional resources to assist in addressing the issue.
- If escalated, either the academic Manager and/or the Director is notified and will resolve the issue or seek additional resources to resolve the issue.
- If necessary external resources may be integrated into GTB's response.
- Regular year coordinator meetings enable collective discussion of any student welfare matter and promote collaborative solutions.
- The Academic Manager reports student welfare issues to the Academic Governance Body, which reports these to the Corporate Governance Body within the Chairs report.

- The Academic Governance Body or the Corporate Governance Body may recommend action.
- GTB will respond to governance recommendations within three (3) months of their receipt and will report back on the implementation of these within the next reporting cycle.

### *2.2. Intervention for a student welfare issue*

Student welfare interventions vary in their type and implementation. The schematic within the Student Welfare Policy identifies the range of potential areas where an issue may arise and where intervention may be required, and the majority of these have dedicated policies that direct specific actions. Unique student welfare issues outside these areas may also arise, and in general, intervention procedures are:

- A student welfare issue is recognised.
- The appropriate GTB representative acts to intervene and resolve the issue if possible.
- The student cooperates and participates in the intervention process.
- Escalation of the student welfare issue may widen the intervention.
- Additional resources are utilised within the intervention as required.

### *2.3. Chronicity of a student welfare issue*

It is not always possible to resolve student welfare issues immediately due to, for example, the ongoing nature of an issue. Where this is the case, collaborative monitoring and management will be put in place an action plan to maintain student welfare and institutional responsiveness throughout the time required to resolve the issue.

## **3. Key Requirements**

- Student support mechanisms are accessible, understandable, and appropriate.
- Clear communication and cooperation between all parties is essential.
- Application of policies relevant to the recognised welfare issue are required.
- External resources are identified and accessible when internal capacities are unable to meet student welfare needs

#### 4. Roles, Responsibilities and Accountabilities

Due to the nature of student engagement at GTB, the roles, responsibilities and accountabilities associated with student welfare are frequently shared across the organisation.

Students should be aware that they also have responsibilities towards their fellow students with regards to their own welfare and the welfare of others.

#### 5. Monitoring, Review and Assurance

This policy meets the requirements of section 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.3.4., and 6.1.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

#### 6. Recording and Reporting

Reporting of student welfare and safety issues to the Academic Governance Body and Corporate Governance Body occurs as necessary within quarterly reporting timelines.

Student welfare issues are recorded in the relevant student file and in the appropriate register or, depending on the issue at hand, in a distinct recording location within GTB administration.

#### 7. Appendix

Tertiary Education Quality and Standards Agency (2018). Guidance Note: Wellbeing and Safety.  
<https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety>

#### 8. Version Control

DOCUMENT INFORMATION	
Document Attributes	Student Welfare Procedure
ID	CP02-PP02-SP04-PR09
Owner	Administration Manager

Contributor	Head of Teaching and Learning, Academic Manager, Director	
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	13 <sup>th</sup> July 2022	Major revision. Rebuild procedure in new template. Extract relevant content from Policy No. 6B in 2020 Handbook. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025

## Teaching and Learning Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework towards the institutional delivery of the teaching and learning plan.

This policy applies to all stakeholders involved with teaching and learning at GTB and includes the Academic Manager, academic staff, and all students.

### 2. Principles and Key Requirements

GTB is committed to the provision of a quality teaching and learning experience for students that expresses the principles of Gestalt Therapy and integrates with experiential learning and free intellectual inquiry. These fundamental elements of this policy frame the delivery of GTB's education and contribute to quality assurance and continuous improvement processes in areas such as the student learning community, academic standards, student academic skill growth, course development and delivery, resourcing, staff scholarship, and academic freedom.

Teaching and learning at GTB exists within a field that extends between the student, the staff, the institution, and the wider community. Because of this, each stakeholder has a range of responsibilities within the teaching and learning ecosystem, which are defined below.

#### *2.1 Student Teaching and Learning Responsibilities*

Students collaborate in the teaching and learning process and are expected to:

- Know the academic requirements of their course.
- Actively participate in the learning experience.
- Act with integrity in all academic activity.
- Inform GTB of any issues that may hinder learning.
- Seek help as and when required for difficult obstacles.
- Seek advice and assistance to ensure successful course progression.

- Maintain respectful relationships with all staff.
- Maintain confidentiality in all matters.
- Seek regular supervision for application of the Gestalt method in your work.
- Support the Gestalt Therapy learning community.

### *2.2 Academic Staff Teaching and Learning Responsibilities*

Academic staff deliver teaching and learning in collaborative practice with students and are expected to:

- Assist students with strategies to create quality academic and personal outputs.
- Develop student Graduate Attributes.
- Engage with scholarship to gain new knowledge and skill.
- Contribute to the continuous improvement of teaching and learning.
- Assist student support staff in their roles where relevant.
- Maintain respectful and professional relationships with students and peers.

### *2.3 Academic Management and Institutional Teaching and Learning Responsibilities*

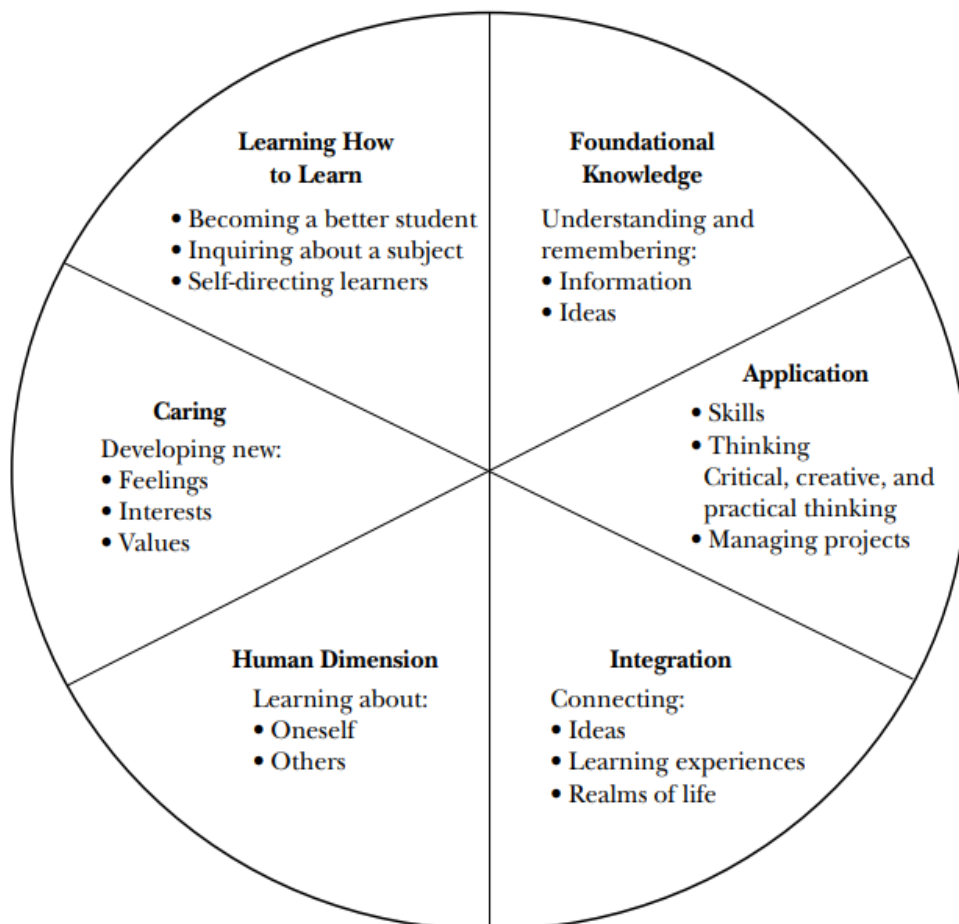
GTB provides academic management and the institutional framework for teaching and learning and delivers:

- Supportive learning environment.
- Transparent course admission pathways.
- Transparent course progression requirements.
- Courses with defined subject and course learning outcomes.
- Academic benchmarking with external institutions offering similar education.
- Teaching and learning appeals mechanisms for students.
- Opportunity for academic skill development.
- Equitable opportunity and integration of diversity.
- A framework of academic freedom.
- Suitable learning resources.
- The monitoring and maintenance of teaching and learning infrastructure.
- Feedback loop between teaching, learning, students, staff, management, and the institution.

- Regular review of the various elements of the teaching and learning ecosystem.
- Staff professional development opportunities.
- Maintain respectful and professional relationships with all stakeholders.

#### *2.4 Bridging the Teaching and Learning Plan and Curriculum/Course Design*

GTB applies a variety of teaching and learning models and taxonomies within an experiential learning framework. Fink's (2013) work preferentially intersects the conceptual underpinnings of the teaching and learning plan and curriculum and course design by emphasising specific elements of experiential human-centred teaching and learning (ibid, p. 5).



This model identifies the areas that are consistently integrated throughout the GTB teaching and learning ecosystem under the framework described within the teaching and learning plan.

### 3. Roles, Responsibilities and Accountabilities

The Academic Manager holds primary responsibility for this policy, with academic staff required to implement all aspects throughout their work.

Students are required to have responsibility for the elements outlined in section 2.1 of this policy.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 2.1.1, 2.2.1, 3.2.1, 3.1.3, 3.1.4, 3.2.3, 3.3.1, 3.3.2, 3.3.4, 5.3.2, 5.3.7, 5.4.1, and 5.4.2. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Teaching and learning records are held within the various subject-specific elements of the ecosystem, e.g., infrastructure monitoring is regularly undertaken by service providers, benchmarking is recorded in relevant academic management files, usage of academic skill development programs is recorded by the program providers, etc.

Reporting of teaching and learning matters occurs quarterly from the Academic Manager to the Academic Governance Body.

### 6. Related Documents

- Academic Appeals Policy.
- Academic Freedom Policy.
- Academic Integrity Policy.
- Academic Skills Development Policy.
- Academic Staff Scholarship Policy.
- Admissions Policy.
- Assessment Policy.
- Benchmarking Policy.



- Course Lifecycle Management Policy.
- Library Policy.
- Moderation Policy.
- Orientation Policy.
- Student Course Progression Policy.
- Student Experience Policy.
- Teaching and Learning Plan.

## 7. Policy Review

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

## 8. Appendix

Fink, L., D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.

Entwistle, N. (2009). *Teaching for understanding at university: Deep approaches and distinctive ways of thinking*. Red Globe Press.

Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education*. Open University Press.

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Teaching and Learning Policy	
ID	AP01-PP01-SP11	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
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	17 <sup>th</sup> August 2022	Major revision. Rebuild policy in new template.

		Extract relevant content from Policy No. 15 in the 2020 Handbook. Refine content.
3.1	17 <sup>th</sup> December 2025	Approval by AGB for the next 3-year cycle. No changes made.
<b>DOCUMENT APPROVALS</b>		
<b>Role</b>	<b>Name</b>	<b>Date</b>
Governance	Academic Governance Body	6 <sup>th</sup> December 2022
Governance	Academic Governance Body	17 <sup>th</sup> December 2025

## Use of Artificial Intelligence Tools Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the use of generative artificial intelligence (AI) tools within the academic arm of the institution.

This policy applies to all students and academic staff at GTB.

### 2. Principles and Key Requirements

GTB is focussed on the education of the whole person through self-understanding, self-development, intellectual growth, and interpersonal skill enhancement. The teaching and learning model used at GTB facilitates an experiential learning framework utilising iterative cycles of integrated experience, reflection, conceptualisation, and action. Here there is a consistent emphasis on practical learning experiences for students. Content is delivered through a blended model entailing online material that is reinforced and extended within face-to-face teaching where practical observation of skill development is prioritised. Within this framework of learning, there are numerous touchpoints where AI can interact.

GTB is committed to upholding academic integrity within offered courses and to ensuring the quality of the qualifications conferred to students. The use of generative artificial intelligence tools is widespread worldwide and is a documented risk for academic integrity. This policy provides a framework for the management of AI tools within the learning ecosystem at GTB, in ways that provide assurance for the ongoing quality of the academic environment.

*What is AI in society and education?*

Generative AI tools involve robots creating original media via algorithms, neural networks, and machine learning. The following definition refers to written prompts and can also include voice commands used to ask questions.

Generative AI is a type of artificial intelligence technology that broadly describes

machine learning systems capable of generating text, images, code or other types of content, often in response to a prompt entered by a user. Generative AI models are increasingly being incorporated into online tools and chatbots that allow users to type questions or instructions into an input field, upon which the AI model will generate a human-like response. (Hughes, 2024, para 2-3).

In higher education these tools are predominantly used by students to assist with learning and assessment tasks. While staff will use AI for generating certain information, the focus of this policy is on the use of these tools in the student-focused teaching and learning ecosystem at GTB.

It is the position of GTB that students will take active responsibility for their use of AI within their studies. The benefits and pitfalls of these tools are easily understood and there is no legitimate reason for ignorance regarding their usage and acceptability within studies.

#### *Basic AI Use Guidelines at GTB*

GTB allows students to use AI tools within their learning and assessments, with the following three requirements:

##### *Apply critical thinking to the use of AI*

GTB requires students to apply critical thinking in their use of AI tools. Generative artificial intelligence tools are only as good as the information they provide in response to the prompt they receive. Because of this, the information returned can range from high quality to incomplete data lacking in depth or fact to blatant erroneous constructs with no basis. Never credit AI tools with 100% accuracy and always critically analyse the results you receive.

##### *Reference the use of AI*

GTB requires students to reference their use of AI within all assessment material. This reflects both good academic practice and the acknowledgement of information sourcing, which is fundamental to academic integrity. Referencing approaches are found at the APA blog (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>), which can be adapted to include any available AI tool.

*Declare AI use within assessment submission*

GTB requires students to declare their use – or not – of AI within assessment tasks. An electronic declaration tool will be located alongside each task where potential AI use is perceived as a risk.

### 3. Roles, Responsibilities and Accountabilities

Responsibility for this policy resides with the Academic Manager.

All students are responsible and accountable to this policy.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 1.4.3, 1.4.4, 1.4.5, 3.3.1, and 3.3.4. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

All appeals and associated documentation are handled confidentially. All material is kept for a period of five (5) years from the date the appeal is resolved. If any party requires a copy of the appeal, a written request is needed.

### 6. Related Documents

- Assessment 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

Hughes, O. (2024). Generative AI Defined: How it Works, Benefits and Dangers. Tech

Republic. <https://www.techrepublic.com/article/what-is-generative-ai/>

Tertiary Education Quality and Standards Agency (2024). Gen AI Strategies for Australian Higher Education: Emerging Practice.

<https://www.teqsa.gov.au/sites/default/files/2024-11/Gen-AI-strategies-emerging-practice-toolkit.pdf>

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Use of Artificial Intelligence Tools Policy	
ID	AP01-PP01-SP21	
Owner	Academic Manager	
Contributor	Head of Teaching and Learning	
REVISION HISTORY		
Version	Issue Date	Changes
1.0	22 <sup>nd</sup> Jan 2024	New Policy. Build policy in new template.
1.1	18 <sup>th</sup> December 2025	Approval by AGB to bring policy in line with the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Academic Governance Body	26 <sup>th</sup> February 2025
Governance	Academic Governance Body	18 <sup>th</sup> December 2025

## Use of Business Premises Policy

### 1. Purpose and Scope

The purpose of this policy is to outline Gestalt Therapy Brisbane's (GTB) framework for the use of the institutional premises for room hire, workshops, and professional development seminars.

This policy applies to all stakeholders using the GTB premises and includes the Administration Manager, the Director, staff, students, contractors, volunteers, and other participating parties.

### 2. Principles and Key Requirements

GTB has a commitment to providing Gestalt Therapy education and psychotherapy services to the community. As part of this commitment GTB offers the use of its premises for this purpose through room hire, Gestalt Therapy workshops, and professional development seminars. The following information frames the provision of the hiring of these rooms and the delivery of workshops and seminars to students, professionals, and the public.

#### *2.1 Room Hire Principles*

- All room users are required to book consulting rooms through the booking system.
- Room hires include provided furniture, if required.
- Students who are using a room within the educational context are given booking priority.
- Academic staff may use consulting rooms for work with students.
- There is no charge to students, first year graduates, or academic staff who use a room in line with course requirements.
- There is no charge to students when booking large education rooms for study group.
- There is no charge to GTB graduates who are establishing their first year of private practice.
- There is no charge to the GTB director.
- Other parties may hire rooms including students, graduates, academic staff, and Gestalt therapists in private practice.

Charges (GST exclusive) for hiring a room are listed below and are subject to change.

- |   |                  |
|---|------------------|
| • Consulting room - One (1) hour        | \$22.00          |
| • Consulting room - 09.00 – 12.30       | \$50.00          |
| • Consulting room - 13.00 – 16.30       | \$50.00          |
| • Consulting room - 17.00 – 20.30       | \$50.00          |
| • Consulting room - 09.00 – 16.30       | \$100.00         |
| • Large room - students/academic staff  | \$25.00 per hour |
| • Large room - private practitioners    | \$50.00 per hour |
| • Large room - non-profit organisations | \$30.00 per hour |
| • Large room - for-profit organisations | \$50.00 per hour |

Cancellation of a booking with less than 48 hours' notice will incur an administration fee equal to 50% of the hire charge.

## *2.2 Workshop Principles*

GTB provides several public workshops each year presented by local and international experts in their field that are open to student and the public to attend outside of any study or fee-paying arrangement.

- Participants book and pay the cost of the workshop prior to attendance.
- A deposit of 25% of workshop fee is to be paid three (3) months prior to secure a place in the workshop.
- Participants will receive a full refund up to seven (7) days prior if they cancel their attendance.
- The full workshop fee is to be paid seven (7) days before the commencement of the workshop.
- A \$50.00 administration charge will be levied less than seven (7) days prior to a cancellation of attendance.
- Full payment is required if cancellation of attendance occurs within 24 hours of the workshop commencement.

## *2.3 Professional Development Seminar Principles*



GTB delivers Professional Development seminars, where contracted presenters provide educational material to attendees. These are organised by the Director, who books the required premises space as needed.

Professional development facilitators receive sixty (60) percent of the total income of their seminar, minus GST, room hire and catering.

### 3. Roles, Responsibilities and Accountabilities

Use of business premises falls under the business administration arena and as such this role sits with the Administration Manager, who is responsible for implementing this policy.

The Director has a key role in the organisation of workshops and professional development events and as such works collaboratively with the Administration Manager in these areas.

### 4. Monitoring, Review and Assurance

This policy meets the requirements of section 3.3.1. of the Higher Education Standards Framework (Threshold Standards) 2021. Ongoing monitoring and review are required to maintain compliance.

### 5. Recording and Reporting

Use of business premises has recording responsibilities distributed across distinct administrative functions, notably room bookings and charges.

### 6. Related Documents

- Academic Staff Professional Development Policy.
- Business Plan.
- Business Administration Policy.
- Critical Incident Management Policy.
- Health and Safety Policy.

- Infrastructure Policy.
- Risk Management Policy.
- Teaching and Learning Policy.

## 7. Policy Review

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

## 8. Appendix

N/A

## 9. Version Control

DOCUMENT INFORMATION		
Document Attributes	Use of Business Premises Policy	
ID	CP02-PP01-SP09	
Owner	Administration Manager	
Contributor	Director	
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	25 <sup>th</sup> July 2022	Major revision. Rebuild policy in new template. Extract relevant content from Policy No's 9C and 21 in 2020 Handbook. Refine content.
3.1	18 <sup>th</sup> December 2025	Approval by CGB for the next 3-year cycle. No changes made.
DOCUMENT APPROVALS		
Role	Name	Date
Governance	Corporate Governance Body	13 <sup>th</sup> December 2022
Governance	Corporate Governance Body	18 <sup>th</sup> December 2025