

# **GESTALT AUSTRALIA AND NEW ZEALAND (GANZ)**

## **EDUCATION AND TRAINING STANDARDS 2007**

### **INTRODUCTION**

**Gestalt education and training providers meet PACFA training standards and demonstrate this by receiving PACFA course accreditation.**

**Gestalt education and training providers also meet specific GANZ accreditation requirements that address specific Gestalt education and training requirements.**

**This document sets out the minimum education and training standards that are required in a Gestalt therapy education and training program that aims to graduate Gestalt practitioners capable of competent, ethical and safe professional practice. The minimum standards set out in this document are applicable to Gestalt education and training providers who wish to have their programs accredited by PACFA and GANZ. The GANZ Council approved the minimum education and training standards outlined in this document on \*\*\*\*\*. Changes to the minimum standards in this document are applicable to students enrolling in 2007 and onwards.**

**These education and training standards mirror the PACFA training standards in the majority of their content.**

**These training standards also require that education and training providers meet specific GANZ requirements.**

**To assist clarity in reading this document there are a number of terms that are worth clarifying. Education and training providers refers to Gestalt Centres/Institutes and individual trainers who offer, or plan to offer, an education and training program in the Gestalt therapy approach. Students and trainees are used interchangeably for those doing the education and training program. Similarly educators, trainers and faculty are used to indicate those conducting the education and training program. To indicate**

that Gestalt therapy education and training programs have wider applicability than solely graduating therapists, the term practitioner is used on occasions in the document. This is intended to reflect that graduates may apply the principles of Gestalt therapy in a variety of health care, educational, community or organisational settings, and that education and training providers may organise their courses to incorporate relevant educational experiences in these areas.

Information on course accreditation is contained in a separate document, *GANZ Accreditation Submission Process*.

Education and training providers will also need to obtain the *PACFA Training Standards* and the *PACFA Application for Accreditation of Courses for Counseling and Psychotherapy* documents.

Continued accreditation after 2007 is contingent on an education and training program complying with these minimum education and training standards.



## 1. ADMISSION

### 1.1 Principles

- 1.1.1 Students need to demonstrate the presence of some fundamental human capacities as a pre-requisite for beginning education and training as a counsellor and psychotherapist . These capacities can be demonstrated through live interviews, observing student's participation in an experiential workshop, referees, etc.
- 1.1.2 Students need to demonstrate self-awareness, the capacity to relate in a facilitative way with others and to reflect on and examine the impact of their actions.
- 1.1.3 Since therapy is fundamentally a relational art, students need to demonstrate a relational capacity. This could be in a one-to-one therapeutic situation or in couples, family or group work.
- 1.1.4 Students need to demonstrate a capacity to understand and practice ethical behaviour and be prepared to follow a code of ethics, which is an integrated part of the education and training program.
- 1.1.5 The above qualities presume a certain level of mature life experience on the part of the applicant, and this is shown by the capacity to reflect on and learn from experience, including being open to positive and challenging feedback.

### 1.2 Process

- 1.2.1 The process of selection should be non-discriminatory on the grounds of gender, class, cultural background, sexual preference, disability or beliefs.

### GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS

- 1.2.2 Education and training providers have discretion regarding which students are admitted to their course. However reference to a student's personal qualities, prior learning, formal qualifications, life experience, and attendance in therapy, or a willingness to do so, are considered important guides in the admission process.
- 1.2.3 Where students are deemed eligible for entry but have limited experience in particular areas the education and training provider is considered responsible for specifying any supplementary training experiences required for a student to

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competently complete the course. For example, where a student's admission is based primarily on life experience some specific academic learning may be indicated, or where a student's admission is based primarily on academic qualifications involvement in therapy may be specified.

## 2.CURRICULUM

### 2.1 Introduction

- 2.1.1. Each education and training provider is required to make a clear statement of the philosophy of the course and give evidence that the guidelines of this document are being met.
- 2.1.2. Course outlines are to be provided by the education and training provider with its PACFA application and GANZ application.

### GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS

2.1.3 The effective practice of Gestalt Therapy requires *significant personal development, sound theoretical learning and the acquisition of practical skills.*

Different education and training providers are free to achieve these standards *in different ways and with different emphases.* Each training program is required to provide students with a description of the skills and competencies (i.e. personal, theory and practice) to be achieved by the completion of the course.

2.1.4 The education and training program is required to comprise a minimum of 600 hours spread over a minimum of four years to allow students to integrate their personal and professional development.

2.1.5 Education and training providers are given the option of creating an education and training program of 600 hours over a minimum of two years. This would be considered full time study. Education and training providers that develop a two year program will need to gain accreditation for their two year program. GANZ will review a new two year program after a two year period.

2.1.6 It is required that student development occur in an integrated program that invites students to continually deepen and extend their personal awareness, conceptual knowledge and practical skills from the basic to the more subtle

and complex. *The four-year training program cannot be completed by a student doing four first year courses with different education and training providers.* Nor can a student fulfill the requirements of training through an accumulation of basic workshops. However, a trainee may do a first year course in one education and training program and go on to complete second, third and fourth year with another program under recognition of prior learning principles (see Section 7) and having completed the relevant Inter Institute Transfer Form (see Appendix 1).

## **2.2 Principles of Learning**

2.2.1 The learning environment needs to be set up according to the following principles:

2.2.1.1 An environment in which the student feels supported emotionally and in the learning process

2.2.1.2 Opportunities for practice, reflection, experimenting, and training delivery

2.2.1.3 An active partnership between students and teachers which includes the opportunity to reflect interactively on theory, practice and personal development and to receive appropriate feedback on performance.

2.2.1.4 Clearly articulated learning goals, with a course content and process appropriate to those goals

2.2.1.5 Adequate physical facilities to enable a learning experience to occur.

## **2.3 Theory**

2.3.1 The education and training program is required to provide 200 hours of person-to-person theoretical teaching in psychotherapy and/or counselling within the 600 hours. This class based teaching is to include: methods such as lectures, (live or video), written notes, and set readings, seminars, group discussions, role-plays and experiential methods. Since psychotherapy and counselling are practical arts theoretical components are to be taught in ways, which relate to practical situations.

2.3.2 The education and training program is required to situate the Gestalt modality within the broader field of psychotherapy models and to provide a broad understanding of relevant psychological theory on human functioning.

2.3.3 The education and training program is required to include the following subjects or their equivalent:

- ∞ Models of assessment and intervention;
- ∞ Knowledge of social contexts;
- ∞ Referral and referral options;
- ∞ Ethics of clinical practice and supervision;
- ∞ Professional development;
- ∞ Theories and processes of counselling/psychotherapy;
- ∞ Stages of human development;
- ∞ Understanding human diversity including culture, gender, and generation;
- ∞ Self Awareness; and,
- ∞ Familiarity with research on counselling/psychotherapy effectiveness.

2.3.4 Members who wish to apply for registration as Mental Health

Practitioners must also have successfully completed training that enables them to demonstrate that they have:

- ∞ An understanding of research and evaluation methods in mental health, and
- ∞ Knowledge of current assessment techniques, procedures, protocols and interventions in mental health.

If necessary this training can be completed any time up to applying for placement on the PACFA Register as a Mental Health Professional.

**GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS**

2.3.4 It is accepted that education and training providers will design courses that differ in how Gestalt concepts are emphasised and interpreted. However, the following are considered core theoretical concepts that need to be present in a course curriculum to meet the minimum standards of a GANZ accredited Gestalt training program.

2.3.4.1 *Field theory* and systems theory and its elaboration of the contextual, holistic and relational principles that inform Gestalt practice.

2.3.4.2 *Phenomenology and the phenomenological method* and their relationship to subjectivity, *awareness* and the description of experience in the “here and now”.

2.3.4.3 *The dialogic relationship* and its distinguishing features as the relational stance of the Gestalt practitioner.

2.3.4.4 The relational activity of *contact* and the associated *contacting processes* that both heighten and interrupt contact.

2.3.4.5 The *Gestalt experiment*, and its related principles, as the expression of Gestalt’s deep appreciation and valuing of *creative process*.

2.3.4.6 The *paradoxical theory of change* and other Gestalt perspectives on the place and production of change in the process of therapy.

2.3.4.7 The *historical and philosophical origins* of Gestalt therapy and its relationship to psychoanalytic psychotherapy.

2.3.4.8 Gestalt approaches to *assessment and diagnosis* and their relationship to other diagnostic and assessment tools.

2.3.4.9 The *ethics of clinical practice* and current ideas on the necessity of *ongoing personal and professional development*, including self-care such as *supervision* and *personal therapy*. Ethics is to be taught with reference to the GANZ Code of Ethics. (See Appendix 2).

2.3.4.10 Since Gestalt therapy is a practical art, theoretical components are ideally taught in ways that relate to practice situations and the student’s personal experience.

## 2.4 Clinical Practice

- 2.4.1 Training in clinical practice is to be informed by the theory of Gestalt therapy and the link between theory and practice is to be clearly articulated in the course document.
- 2.4.2 The education and training program is required to teach interpersonal communication skills such as accurate listening, well informed understanding of what has been heard, and clear, accurate and helpful responding to the cognitive, emotional, behavioural and non-verbal components of the client's story.
- 2.4.3 The education and training program is required to be at least 60% experiential and meet the PACFA minimum standard of 100 hours of experiential learning. This is in addition to the 200 hours theory teaching referred to in 2.3.1. Experiential activities refer to clinical training, such as modeling by clinicians, counsellor-client practice, clinical placements, role-plays, concrete and specific feedback.

#### **GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS**

2.4.4 Each education and training program is required to adopt the minimum training standard of 40 client contact hours and 10 hours of supervision. This minimum standard is to be concurrent with the four-year training program and is additional to the minimum standard of 600 hours over a minimum of four years. This requirement is also additional to client practice and supervision experiences that occur during the training program. Client contact may include direct client contact and co-therapy. Contact hours must be client contact where there are no dual relationships between client and trainee. It is considered desirable that the training program evolves to provide increased opportunities for practice and supervision in the later years of the course.

The completion of this minimum training standard will give students eligibility to become a Graduate Member of GANZ (See Appendix 3). It is noted that the minimum requirement for Membership of GANZ is 200 client contact hours and 50 hours of supervision. Education and training providers are free to set their own minimum standard for the required number of client and supervision hours required for a student to graduate from their course.

It is the responsibility of the education and training provider to provide students with a letter of certification at the completion of their course specifying how many client and supervision hours they have completed concurrent with their four-year training. Any additional client and supervision hours required for a Graduate Member of GANZ to become a Member of GANZ are declared by the Graduate Member in a statutory declaration and provided with the appropriate application form to the

GANZ Membership Committee. GANZ is responsible for ascertaining and approving when a Graduate Member of GANZ is eligible for Membership of GANZ.

2.4.5 The inseparable link between the person of the therapist, theory and practice is to characterise the learning experience in the education and training program. Assisting students to make links between their personal experience, their practice and their conceptual understanding is a key developmental task of the education and training program.

2.4.6 Clinical training is considered to rely substantially on the following experiential methods: modeling by clinicians, helper-client practice, placement under the direction of approved supervisors, live supervision and role-play.

2.4.7 The skills (personal, conceptual and practical) that characterise a Gestalt practitioner are developed through the training program and are required to be assessed as part of establishing the trainee's developing professional competence. The practice skills required for assessing a trainee as a competent Gestalt practitioner emerge in part from operationalising the core theoretical concepts listed in 2.3. Different training providers are free to emphasise different aspects of Gestalt practice and specify additional practitioner skills to be acquired. However, trainees are required, as a minimum standard, to demonstrate the acquisition and capacity to competently apply practice skills that are related to the core theoretical concepts listed in 2.3.

## **2.5 The use of one's self in therapy and dealing with personal problems, which emerge in training.**

2.5.1 An understanding of how students may use themselves in the therapeutic relationship should be integrated within the education and training program according to the Gestalt approach. In addition, it is desirable that students have experiences as a client in the Gestalt modality.

2.5.2 If the education training provider assesses that a student needs psychotherapy/counselling, it should be encouraged as a way of deepening personal congruence and self-awareness. Any feedback is to be communicated in a way which does not disadvantage either the psychotherapy/counselling itself or the student's participation in the education and training program.

## GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS

- 2.5.3 Gestalt Therapy places special emphasis on the practitioner's presence and ways of being (sometimes referred to as "use of self") in the therapeutic relationship. The centrality of awareness, phenomenological focusing and the dialogue in the Gestalt approach require that the personal development of the student is in the foreground of the education and training experience and a significant element when assessing competent practice.
- 2.5.4 Since the therapy process requires professionally appropriate relationships between practitioners and clients, students are required to be able to form constructive relationships with their clients, peers and teachers and be able to manage themselves in such a way as to enhance rather than interfere with the relevant process. The ongoing development of students' self-awareness and relational openness is considered a core element of therapeutic competence.
- 2.5.6 Developing an understanding in students of how to enhance their presence in the therapeutic relationship is to be integrated within the education and training program.
- 2.5.7 While not easy to quantify it is necessary for education and training providers to hold in mind a range of personal qualities that are desired in both applicants, current students and graduates of the education and training program. These qualities, while subjective in nature, include students demonstrating integrity, authenticity, respectfulness, humility, self-acceptance, openness, flexibility, creativity, and compassion. In some instances these personal qualities need to be translated into "skills" for local purposes. Education and training providers are free to complete this work according to their specific needs.
- 2.5.8 Therapy for the student, in addition to opportunities for personal growth that occur in the education and training program, is considered a *desirable* requirement of a training program. While the education and training provider is free to decide how best to facilitate the implementation (or not) of this desirable training standard *GANZ has a strong preference for 50 hours of therapy with a Gestalt therapist concurrent with the training process*. Each education and training provider is requested to specify if therapy is required as part of their education and training program and how this desirable component of training is satisfied (for example in either an individual or group setting, or as a pre-requisite for entry into the education and training program). Issues such as hours, duration, timing and feedback from personal or group therapy is to be managed so as not to disadvantage either the therapy process itself or the

student's participation in the education and training program. *Hours spent in therapy are considered additional to the minimum standard of 600 hours over a minimum of four years.*

#### 2.5.9 Dual Relationships within the training setting

Dual relationships are to be avoided for a range of practice and ethical reasons. (See codes of ethics of professional associations and the literature on the pitfalls of dual relationships)

Dual relationships exist in many circumstances of life and understanding them and working with them is an important part of the training process. Ethical prudence is required to deal with the less clear boundaries of some dual relationships. However within the training context there are circumstances in which the following dual relationships are inappropriate.

When a member of staff

- ∞ Is both a trainer and therapist/counsellor for a person at the same time, or
- ∞ A therapist/counsellor and colleague or friend for the same person at the same time, or
- ∞ Supervisor and a therapist for the same person at the same time.

This means:

That a trainer should not provide personal therapy in an individual setting to a trainee that they are directly teaching or evaluating.

That a trainer should not provide personal therapy to a friend or work colleague.

That a trainer should not provide professional supervision and therapy to the same person.

## 2.6 Distance education

- 2.6.1 GANZ approved programs do not provide training through a distance education modality.

### 3. ASSESSMENT

- 3.1 Students are to demonstrate not only knowledge of Gestalt theory but also an ability to apply this theory in competent clinical practice. Assessments may include:
- A demonstration of knowledge of therapy and theory through written assignments, examinations, oral presentations, case studies and contribution to class discussion;
  - Clinical skills via live supervision, video and audio taped interviews or rigorous frequent one-to-one supervision.

### GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS

- 3.2 Assessment needs to be holistic in intention and address personal, theory and practice aspects of a student's progress. It can be carried out by the faculty of the education and training provider and/or by assessors from outside the program.

#### 3.2.1 Personal

- 3.2.1.1 The emphasis placed on the desired personal qualities of a Gestalt therapist listed in 2.5.7 reflects a significant valuing by Gestalt education and training providers of personal development in conjunction with professional development. While education and training providers are free to implement this value uniquely it is an essential element of any Gestalt education and training program and therefore needs to be assessed. Information related to assessing this dimension of student development is to be communicated to students in published documents and to applicants at the time of enrolment.
- 3.2.1.2 Gestalt training is almost universally conducted in a group setting that actively promotes personal work and group process. This structure provides ongoing opportunities for educators to offer feedback to students on their personal development that is based on the educator's first-hand experience, especially in terms of students' relational skills, self-awareness, attitudes and values as these relate to professional development.

3.2.1.3 While the personal qualities listed in 2.5.7 (and others) are more subjective than some other areas of assessment, and therefore more difficult to assess, education and training providers are required to hold these personal qualities and attitudes in the foreground of the education and training experience and stress their importance. To support a just and informed process of assessment education and training providers are encouraged to facilitate a continuing dialogue with students to evolve co-created meanings for these personal qualities and attitudes and their relationship to competent Gestalt practice.

### **3.2.2 Theory**

3.2.2.1 Education and training providers are required to assess their students' knowledge and understanding of theory with reference to the level of the course in which they are enrolled. The student is to demonstrate an ability to engage in critical thinking in response to theoretical ideas through a combination of the following: written assignments, examinations, oral presentations, book reports, and class contributions.

3.2.2.2 Students are required to demonstrate an integrated understanding of Gestalt theory through their ability to talk about their practice work, the work they see demonstrated by others, their personal experience and the process of the group.

### **3.2.3 Practice**

3.2.3.1 Since a central purpose of the education and training program is to produce competent Gestalt practitioners education and training providers are required to assess the practitioner skills of students. Evidence of the student's practice skills could be assessed through methods such as live supervision, video and audio taped interviews, and/or rigorous, frequent one to one and/or small group supervision.

3.2.3.2 Students are required to demonstrate skills to manage not only the micro level of particular interventions but also the macro level of the whole session and a sequence of sessions. As Gestalt therapy may involve ongoing work over several sessions, students are to be assessed on their ability to conceptualise their work over time. This involves an ability to discuss the course of psychotherapy, a consultation, or the application of Gestalt therapy principles in a variety of health care, educational or organisational settings.

- 3.3 An education and training program is required to cater for the possibility of student's not achieving the required standards and therefore not graduating from the education and training program or being eligible for Graduate Membership or Membership of GANZ.
- 3.4 In the interests of supporting and focusing the learning process, ongoing assessment is required to occur at each stage of the course. However, special attention is given to assessment in the final year of an education and training program. A more definitive assessment process in the final year, designed by each education and training provider, is a requirement to assess whether the personal and professional development of students is sufficient for them to graduate from the education and training program as competent practitioners.
- 3.5 Educators are required to provide students with regular, relevant and detailed feedback on all assessment tasks as soon as possible after tasks are submitted. Each education and training provider is required to publish to students a best practice description for assessment.
- 3.6 Assessment feedback can include both peer and trainer comments in written and verbal forms.

## **4. CLINICAL SUPERVISION**

### **4.1 Introduction**

- 4.1.1 Supervision is a formal, collaborative process between supervisor and supervisee, which monitors, develops and supports supervisees in their clinical role. Supervision is an essential component of any education and training program.
- 4.1.2 Supervisors must play more than an administrative role during supervision and seek evidence of clinical competence by their supervisees.

### **4.2 Principles**

- 4.2.1 Methods of supervision include live interviews, audio/video tapes, process/case notes. Supervision may be conducted either in one-to-one or small group settings. Groups should not normally be larger than six participants.
- 4.2.2 Client consent should be sought as a precondition for taped or live interviews.

4.2.3 Supervision should include a clear supervisory contract with an approved supervisor.

4.2.4 The level of supervision should be appropriate to the level of complexity of the course being offered.

### **4.3 Supervisor Credentials**

4.3.1. It is the task of the Directors of Training (DOT) of each Gestalt education and training program to determine the qualifications required by supervisors who prepare trainees for Graduate Membership of GANZ or Membership of GANZ. However, as supervision presumes a level of competence beyond the most basic, supervisors are required to be eligible to be Clinical Members of GANZ for at least three years or equivalent standing in a related existential-humanistic modality..

## **5. EDUCATOR AND TRAINER CREDENTIALS**

### **5.1 Introduction**

5.1.1 Any education and training program in psychotherapy and counselling involves educators with varying levels of qualifications and experience. Besides those who have primary responsibility for the education and training program, other educators with less or different training may enrich the learning environment with particular contributions. These contributions may be from a graduate student/tutor who has a particular role with the students, or a trainer who is working towards full faculty membership, or from visiting consultants.

5.1.2 The following guidelines apply directly to those who have the primary responsibility for an education and training program, in particular to the Director of Training. It is the responsibility of the Director of Training, in conjunction with the other faculty members, to monitor the standards of those additional professionals identified above.

### **5.2 Directors of Training**

5.2.1. Directors of Training are required to have qualifications (or equivalent education and training) in psychotherapy and counselling at least at the level of education and training being conducted by them.

5.2.2. Directors of Training are required to be Gestalt therapists of at least five years experience.

- 5.2.3. Directors of Training are required to be concurrently engaged in practice in psychotherapy and counselling relevant to the course they are teaching, or have had extensive clinical experience sufficient for their role.
- 5.2.4. Directors of Training are required to be Clinical Members of GANZ (CMGANZ).
- 5.2.5. Directors of Training are required to demonstrate competence in facilitating adult learning, with some training or equivalent work experience in training delivery.
- 5.2.6. Directors of Training are required to be willing to disclose to students their own education and training experience, philosophy of training and theoretical preferences.
- 5.2.7. Directors of Training are required to be conscious of their own ongoing professional development and give evidence of such development when required.
- 5.2.8. Directors of Training are required to foster curiosity and exploration in students.
- 5.2.9. Directors of Training are required not be in breach of professional ethical practice and should make sure that the same principle applies to participants. (See Appendix 2. GANZ Ethical Guidelines and refer to PACFA Ethical Guidelines).
- 5.2.10. Directors of Training are required to engage in respectful interactions with students and facilitate an atmosphere of open and honest expression of thoughts and feelings relevant to the training.
- 5.2.11. Directors of Training are required not discriminate between students on the basis of gender, class, cultural background, sexual preference, or any disability or belief that does not directly interfere with the competent fulfillment of their training role.
- 5.2.12. Directors of Training are required to ensure that all courses are assessed by the participants, and that the feedback is made known to all Directors and the appropriate educators and trainers.

### **5.3 Educators and Trainers**

- 5.3.1. Trainers other than the Director of Training who have primary responsibility for substantial aspects of training delivery, and are designated as trainer rather than tutor or visitor etc., are required to meet the same criteria as the Director

of Training, with allowably fewer years of experience than Directors of Training .

#### **GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS**

- 5.3.2 In order for an education and training provider to have its education and training program accredited by GANZ it is required that a minimum of two educators conduct the education and training program and meet the criteria listed in 5.2. Where there is only one member of faculty (as in small and often remotely located education and training provider) the requirement for two trainers may be satisfied through visiting trainers who meet the criteria listed in 5.2. Visiting faculty are required to be present for a significant amount of time in the education and training program (i.e. for a minimum of 20% of course hours per year). While it is highly desirable that all educators involved in the education and training program meet all the criteria listed 5.2 in the interests of ethical accountability.
- 5.3.3 Where visiting trainers are involved due to specialised expertise outside the field of Gestalt, travel from overseas or are learning to become an educator under supervision from an experienced trainer then the education and training provider has a special responsibility to ensure that the trainer is eligible for Membership of GANZ or another professional body relevant to the training experience or qualifications of that person. Overseas educators and trainers may be forwarded a copy of the GANZ Code of Ethics and requested to abide by this document as part of their contractual arrangements.

#### **GANZ SPECIFIC EDUCATION AND TRAINING STANDARDS**

### **6. Composite Groups**

- 6.1 In certain circumstances, usually related to student numbers, education and training providers combine different year levels into composite groups. Such an arrangement, while permissible, requires special attention by the education and training provider.
- 6.2 When a composite group exists the following criteria are to be addressed:
- 6.2.1 The education and training program is to maintain a distinct focus for each year that is progressive and developmental. That is, each year needs to maintain its distinct curriculum and methodology.

6.2.2 The different requirements and expectations of students in different stages of the course are to be maintained, especially in relation to participation and assessment.

6.2.3 A part of the education and training year (at least 20% of the designated hours for the year) is to be spent in specific year groups. The education and training provider has discretion over how this is achieved. For example, it could occur by dividing the composite group into year levels during a shared training session.

## **7. Recognition of prior Learning**

7.1 The recognition of prior learning (RPL) is consistent with the philosophy within GANZ education and training standards. Prior learning refers primarily to prior learning in the Gestalt approach. In certain instances, at the discretion of each education and training provider recognition of prior learning may be awarded for content of the curriculum that is not Gestalt specific.

While each training provider is able to use its discretion and assess RPL on a case by case basis the following criteria are recommended as guides:

7.1.1. If more than two years has elapsed since the student's previous enrollment then it is recommended that the student repeat their last year of training.

7.1.2 Consideration may be given to the student's professional activity and learning experiences during their break from training.

7.1.3 Consideration may be given to the stage at which training was interrupted. For example, a break in the later stages of training is viewed as less disruptive than a break in the earlier stages of training.

7.1.4 It is possible that a student may decide to transfer from one education and training provider to another. In these circumstances students are required to complete the GANZ Course Transfer Form (See Appendix 1).

7.1.5 Where prior learning has been gained overseas or from non accredited courses in Australia and New Zealand, some form of theoretical and practice assessment is to be undertaken.

## **8. Professional Standards**

### **8.1 Confidentiality and Privacy**

8.1.1 The training relationship of each education and training provider will allow for the confidentiality and privacy of a student's records within that education and training program.

8.1.2 The National Privacy Principles of the Privacy Amendment (Private Sector) Act 2000 will give individuals the right to know what information the education and training provider holds about him/her and a right to correct that information if it is wrong.

### **8.2 Conflict of Interest**

8.2.1 Directors and trainers of an education and training provider will desist from entering into an arrangement where a conflict of interest is evident. A conflict of interest occurs in any situation where the Directors of the education and training provider or a trainer employed by the provider are in a situation where they are (or may potentially be) in a position where their decisions or actions are not, or may not be perceived to be, in the student's interest first and foremost.

### **8.3 Grievance Procedure**

8.3.1 Each education and training provider will have a clear procedure for responding to the complaints of students or prospective students. Guidelines to this procedure are identified in Appendix 4.