



COUNSELLING COURSE UNIT REGULATIONS

School of Counselling

All students and academic staff in the School of Counselling **MUST** read these Regulations.

These Regulations apply to all units offered in the School of Counselling.

The College will **NOT** be held responsible for any disadvantage caused to students as a result of students not reading these Regulations.

A. PHILOSOPHY

Excelsia College policies and procedures, including those outlined in this document, are framed in the context of the underlying intent to **build a higher education learning community**:

1. focused on excellence;
2. that is identifiably and unashamedly Christian;
3. where creative activity and academic performance is expected, valued, and appreciated;
4. staffed by qualified, supportive and dedicated teaching professionals;
5. attended by students who are mature and respectful members of a vibrant learning community;
6. producing graduates who contribute responsively and responsibly to their families, communities and workplaces.

B. ACADEMIC OFFENCES

The Table below summarises the **criteria and penalties for various academic offences** relating to course units within the College. Some of these offences are explained in more detail later in this document.

Offence	Criteria	Minimum Penalty	Maximum Penalty
Bullying, harassment, discrimination or intimidation towards any student or staff person	Every such case attracts a penalty	Warning from Head of School	Exclusion from the College
Disrupting, disadvantaging or demeaning the learning of other students	Every such case attracts a penalty	Warning from Head of School	Exclusion from the College
Incomplete assessments	Any missing assessment tasks or components of tasks	Failure of the unit	Failure of the unit
Lack of class and/or online participation	Not participating fully in all designated class and/or online activities	Warning from Lecturer	Failure of the unit
Plagiarism	Every case of plagiarism attracts a penalty	Downgrade of marks for assignment (for initial minor offence)	Exclusion from the College
Submission of sub-standard written work for assessment	Any written assessment not meeting Minimum Assignment Standards	Return of assessment to student for resubmission	Failure of the assessment
Wilfully damaging property of the College or any of its staff or students	Every case of wilful damage attracts a penalty	Warning from Head of School	Exclusion from the College

C. GRADING

Student performance in a course unit is graded and notified according to the following scale. Only letter grades are published, not numerical marks. The level and meaning of each grade is as follows:

Final Grades

H+	High Distinction	95%+	Outstanding level of achievement
H	High Distinction	90% - 94%	
H-	High Distinction	85% - 89%	
D+	Distinction	80% - 84%	High level of achievement
D	Distinction	75% - 79%	
C+	Credit	70% - 74%	Intermediate level of achievement
C	Credit	65% - 69%	
P+	Pass	60% - 64%	Adequate level of achievement
P	Pass	55% - 59%	
P-	Pass	50% - 54%	
N	Fail	Below 50%	Inadequate level of achievement
S	Satisfactory		Required level of achievement in a unit assessed only on a Pass/Fail basis
CS	Conditional Satisfactory		Required level of achievement will be reached through the satisfactory completion of an extension unit
W	Withdrawn		Withdrawal without penalty after census date in approved special circumstances. This grade can only be issued by the Registrar

Interim Grades (Questions about interim grades should be directed to the Lecturer)

X	Extra Work Required	Additional work must be completed successfully for a 50% P- (Pass) grade to be awarded. An X grade cannot be converted to a higher grade than a Pass grade.
E	Extension	Unit extension granted, in exceptional circumstances, for a short time beyond the end of a semester. Any grade may be awarded on successful completion of all required work.
I	Incomplete	Unit extension sometimes granted for a short time beyond the end of semester, usually as part of an intervention strategy for a student at risk. Only a 50% P- (Pass) grade may be granted on successful completion of outstanding work.
U	Result Unavailable	An interim grade to allow for unavoidable marking delays
NC	Not Complete	An interim grade issued when a unit has not yet finished
IP	In Progress	An interim grade issued at semester-end in a year-long unit

The general standards that students must achieve to obtain various results are described in more detail [here](#).

D. CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are critical for student success. As such, **full attendance and participation in all classes** is a clear College expectation, and students can FAIL units on the basis of inadequate class attendance and/or participation. Enrolment in a unit indicates the student's acceptance of responsibility for attending all class sessions as required, participating fully in all class activities, and completing to an acceptable standard all in-class (and other) assessment tasks and activities. In addition, absences from class may be used as evidence in cases involving unsatisfactory academic progress and/or academic misconduct.

E. MONITORING MINIMUM ACADEMIC PROGRESS

Lecturers will oversee student progress in each unit by monitoring:

1. attendance
2. participation
3. assessment submission and/or performance.

Student failure to complete requirements in any of the areas above will result in the student being deemed **“At Risk of Failure”**. Lecturers will advise relevant Heads of School about students considered to be “At Risk”. A Head of School may recommend that a student “At Risk”:

1. accesses tutorials, mentoring, or study skills programs
2. reduces their current course load
3. attends counselling (a free service is provided by the School of Counselling)
4. completes additional work for learning development
5. accesses other services as deemed appropriate.

Minimum academic progress is defined as passing 50% of all enrolled units in every semester. Under Standard 10 of the National Code 2007, Excelsia College is required to systematically monitor, record, and assess students’ course progression, and put in place strategies that identify and assist students who are at risk of not making satisfactory course progress.

Staff will document their monitoring and “At Risk” intervention strategies to ensure students receive the best possible assistance to achieve their study goals. Students failing to fully participate in interventions addressing their “At Risk” status may become ineligible for assessment in the unit concerned.

The College’s processes for monitoring student progress through the courses are set out in the Academic Progress Monitoring and Intervention [Policy](#) and [Procedure](#).

F. ASSESSMENT

All Excelsia College units require the completion and submission of **all assessment tasks** and **all components of each task**. Successful completion of a unit can only be achieved if all unit assessment requirements are satisfied, as published in the course unit outline. Each unit outline includes a detailed description of the expectations for each assessment task. Type-written assessment are submitted via Moodle (by 11.55pm on the due date). Unless otherwise advised by the School, all other assessments are submitted in hard copy or on USB (for clinical videos) to the Assignment Box located in the Library (by 5.00 pm on the due date). Written assessment will not be accepted by fax or email, and cannot normally be given directly to lecturers. Each assessment must be accompanied by an [Assignment Title Page](#) on which the student makes certain declarations about the work being their own, submitted for the first time, and acknowledging sources. Unless an extension has been applied for and granted in accordance with the Extensions Policy and Procedure, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 5% of the total possible marks for the assessment item per calendar day, up to 14 days late.

Assessment tasks are graded against the published criteria, and allocated the percentage weighting stated in the unit outline. A student will normally only be allowed to undertake assessment tasks if he/she has satisfied class participation requirements. Once a task is assessed, students will receive written feedback (via a marking matrix) including a preliminary grade. The grade awarded for any assessment will be subject to a Moderation process at the end of the semester, and may be altered accordingly.

Written assessments should conform to the **Minimum Standards** outlined below. Assessments not meeting these standards are open to a range of penalties up to and including automatic failure of the assessment.

WRITTEN WORK	
Element	Minimum Standard
Abbreviation / Acronyms	<p>An abbreviation is a shortened form of a word, phrase, title, etc. (e.g., PACFA is the abbreviated form of the Psychotherapy and Counselling Federation of Australia). Abbreviations can be used in academic works as follows:</p> <ol style="list-style-type: none"> a) The full word, phrase title, etc. is used on the first occasion it appears in the written work (e.g. Psychotherapy and Counselling Federation of Australia), followed by its abbreviated form, this appearing in brackets, e.g. Psychotherapy and Counselling Federation of Australia (PACFA). b) Thereafter the abbreviated form can be used throughout the remainder of the written work.
Abstract	<p>An abstract is a brief summary of a research article, research thesis, or academic/research study. Its purpose is to provide a reader with a clear and succinct overview of the focus and process of the article, thesis, study, etc. An abstract is often retrieved as part of a literature search so the reader can determine whether the article, thesis, study, etc. is of interest to them.</p> <p>An abstract generally includes:</p> <ol style="list-style-type: none"> a) An opening statement(s) relating to the broad area of study b) A statement of the purpose of the study c) Summary statement of the study's participants d) Where appropriate, a statement of the research hypotheses/research focus e) Brief statement of results f) Brief statement of conclusions g) Where appropriate, a brief reference to future research/clinical direction(s). <p>An abstract is NOT an introduction to an essay/written work.</p> <p>An abstract:</p> <ol style="list-style-type: none"> a) is indented 1 centimetre on both the left and right margin (in addition to the normal margin), and is fully adjusted b) is single spaced c) is a minimum of 150 words and a maximum of 250 words (unless otherwise specified differently in the assessment specifications) d) does not include references. <p>Include an abstract ONLY if specified in the Assessment criteria in the Course Unit Outline.</p> <p>Where an abstract is required it is NOT included in the word count.</p> <p><i>Justification is located under the Home tab in Word.</i></p>
Annotated Bibliography	<p>An annotated bibliography is a list of citations to books, articles, and other academic works/documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, known as the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of each cited reference (http://guides.library.cornell.edu/annotatedbibliography). When annotating each article included in your annotated bibliography list, address the following (as applicable to each article's or chapter's content):</p> <ol style="list-style-type: none"> a) Provide the full bibliographic citation (as per the APA referencing style) b) Indicate the background of the author(s) c) Indicate the content or scope of the text d) Outline the main argument e) Indicate the intended audience f) Identify the research methods (if applicable) g) Identify any conclusions made by the author/s h) Discuss the reliability of the text i) Highlight any special features of the text that were unique or helpful (charts, graphs, etc.) j) Discuss the relevance or usefulness of the text for your research k) Point out in what way the text relates to themes or concepts in your course

	<p>l) State the strengths and limitations of the text</p> <p>m) Present your view or reaction to the text.</p> <p>See https://student.unsw.edu.au/annotated-bibliography for specific example of an annotation</p>
Appendices	<p>An Appendix (singular) OR Appendices (plural) is an addendum/additional section to the body of an essay/written work.</p> <p>It contains supplementary information that is not essential for the completeness of the main part of the essay/written work.</p> <p>It may include: (i) Participation Information Form, (ii) Signed Consent Forms; (iii) A copy of a survey used in a study; (iv) Additional results from the study; (v) Any further information which may clarify, elaborate, etc. some aspect of the body of an essay/written work.</p> <p>An Appendix /Appendices may include in-text citation(s) and reference(s).</p> <p>An Appendix /Appendices are placed AFTER the Reference List.</p> <p>An Appendix/Appendices page will have a bolded heading and left-aligned. Where there are multiple appendices they are denoted by either an alphabetical (e.g., Appendix A, B, etc.) or numerical listing (e.g., Appendix 1, 2, etc.).</p>
Assignment / Assessment Title Page	<p>Assignment /Assessment Title Page is the formal Excelsia College Cover Sheet students must attach to all assessments. One must be uploaded on Moodle along with each submitted assessment task. It must be completed, dated and signed.</p>
Body of Essay/Written Work	<p>The function of the body of an essay/written work is to fully develop the argument /discussion outlined in the introduction.</p> <p>The body consists of multiple paragraphs, each of which considers one major point in the development of the overall argument/discussion (although some points may consist of a number of sub-points, each of which will need a paragraph).</p> <p>The body contains all relevant evidence, examples, detail, etc. required for establishing the validity of the arguments, the paragraphs logically ordered, progressively setting out the author's position in relation to the issue/area/topic, etc. under examination.</p>
Brackets / Parentheses	<p>Parentheses are not used in academic writing except when indicating an acronym (e.g., (PACFA)).</p>
Bullet Points	<p>Do NOT use bullet points, numbering (e.g., 1. (1.), etc.) and/or letters (e.g., a. (a), etc.) unless specifically required or specified in the essay/written work's guidelines.</p>
Case Formulation	<p>A case formulation is a way of summarising diverse information about a client in a brief, coherent manner for the purpose of better understanding and treating of the client. It is to include the following components (unless otherwise specified in assessment task):</p> <ol style="list-style-type: none"> a) a client description, including age, gender, relationship status, employment, other relevant demographic factors (e.g., family of origin and current family configuration, etc.) as is known; b) a brief mental status summary (one paragraph), addressing appearance, attitude, behaviour, speech, affect, mood, thought processes, thought content, perception, memory/concentration, insight/judgement, as is known; c) an outline of the contributing factors including predisposing factors (e.g., historical, developmental and/or genetic); precipitating factors (i.e., recent triggers that have contributed to the problem); and perpetuating factors (e.g., any reported biological, emotional, social, spiritual and/or physical issues, and associated thoughts, feelings and/or other reported experiences); d) a conceptualization of the presenting problem in your selected theoretical terminology with a supporting rationale that connects the dots with what you are observing; e) an accompanying diagnostic impression based on DSM 5 (if applicable), giving reasons for decision; f) therapeutic strategies (including use of personal strengths, social supports, faith, etc.); short-term and long-term goals; g) interventions contextualized within the chosen modality (e.g., Person-centred Therapy, Narrative Therapy, ACT, etc.), and an accompanying rationale for said choices (as per the specified word count in course unit outline);

	<p>h) A record of any involvement of a psychologist/psychiatrist/GP or other health professional(s), including any formal diagnosis and assessment information, as is known;</p> <p>i) Suggested alternate referral options, if required; and</p> <p>j) Indication of potential progress towards negotiated goals, including perceived impediments to immediate progress.</p> <p>Students will be expected to differentiate between primary (i.e., crucial) and secondary (i.e., supplementary) information in preparing the case formulation. Students may organise their case formulation employing suitable section headings.</p> <p>A clear, coherent and well-researched case formulation will:</p> <p>a) include all relevant sections of a case formulation;</p> <p>b) comply with all counselling course unit regulations relevant to the preparation and presentation of a case formulation (provided in Moodle);</p> <p>c) be compliant with the <i>Beginner's guide to the APA 6th ed. Referencing Style Manual</i> (provided in Moodle);</p> <p>d) use ideas and argument effectively, strongly supported by reference to relevant, contemporary peer-reviewed articles and chapters from academic texts;</p> <p>e) evidence depth and breadth of research, employing a minimum of 5 per 1000 words suitable academic references;</p> <p>f) demonstrate critical reading, critical thinking, comprehension and synthesis of relevant theoretical and clinical issues and research literature;</p> <p>g) feature well-developed arguments and originality of ideas, presented in appropriate temporal and logical order; and</p> <p>h) abide by the word limit policy (no more than 10% over or under the word allowance).</p>
Colon/ Semi-colons	<p>A guide to understanding the correct use of a colon and semi-colon is located at: http://www2.le.ac.uk/offices/ld/resources/study-guides-pdfs/writing-skills-pdfs/semi-colon-colon-v1%200.pdf</p>
Colour	<p>Do NOT use colour anywhere in the essay unless specifically required in the essay/written work's guidelines.</p>
Conclusion	<p>The function of an essay/written work's conclusion is to restate the main argument outlined in the body of the work. It serves to remind the reader of the strength(s) of the argument (i.e., it reiterates the most important evidence supporting the argument).</p> <p>It is NOT simply a repetitive summary as this reduces the impact of the argument developed in the work. Instead, it provides a forum for the author to persuasively and succinctly restate the thesis, given the reader has read all the information about the topic as provided by the author.</p> <p>A conclusion may also contain a reflection on the evidence presented, or on the work's thesis (if specified in the assessment guidelines). Questions which may be considered in a final reflection include:</p> <p>a) What is the significance of the findings?</p> <p>b) What are the implications of the conclusions for this topic and for the broader field?</p> <p>c) Are there any limitations to the author's approach?</p> <p>d) Are there any other factors of relevance that impact upon the topic but fell outside the scope of the essay?</p> <p>e) Are there any suggestions the author can make in terms of future research?</p> <p>The conclusion should match the introduction in terms of the ideas presented and the argument put forward.</p> <p>A conclusion may spread across several connected paragraphs.</p> <p>Importantly no new information or new ideas are included in the conclusion.</p> <p>In-text citations do not generally appear in a conclusion.</p>
Content	<p>Essays/written work must, at the very least, address:</p> <p>a) the topic/question as specified in the assessment guidelines, AND</p> <p>b) each part of the topic/question as specified in the assessment guidelines/ appendix.</p>
Contractions	<p>A contraction is a shortened form of a word or group of words, with the missing letters usually marked by an apostrophe (e.g., <i>do not</i> is contracted to <i>don't</i>). Contractions are NOT used in academic writing.</p>

Cover Page	<p>Include a separate Cover Page/Title Page, containing:</p> <ol style="list-style-type: none"> Title of essay/written work Student's Name Student Number (SID) Lecturer's Name Unit Name and Unit Number Running Header <p>A Cover Page is NOT the Assignment Title Page (which is also required when uploading assessments on Moodle).</p>
Electronic Referencing Tools	<p>A number of electronic reference/bibliographic systems are available (e.g., Endnote, Reference Manager, etc.). Students employing these electronic tools are responsible for ensuring their presentation of the APA style conforms with the abridged version of APA as provided in Moodle.</p>
Endnotes	<p>Endnotes are additional pieces of information recorded at the end of an essay/written work. They are included when an author needs to further clarify a position/point, and/or wants to provide the reader with further clarifying/elaborating details regarding a point(s) the author is making.</p> <p>Endnotes are located at the end of the written work (after the reference list and prior to any appendices). In the body of the written work, Endnotes are indicated by an upper Superscript (E.g. These children face a number of challenges each day¹), with the corresponding number appearing in the Endnote section (1. These challenges include...).</p> <p>Endnotes are not used in conjunction with footnotes.</p> <p><i>Endnotes are in Font 10 and are located under the Reference tab in Word.</i></p>
Essay	<p>A clear, coherent and well-researched essay which:</p> <ol style="list-style-type: none"> includes all relevant sections of an essay (e.g., title page, abstract (if required), introduction, body of paper, conclusion, endnotes/footnotes (if required), reference list, appendices (if required)); complies with all counselling course unit regulations relevant to the preparation and presentation of an essay (provided in Moodle); is compliant with the <i>Beginner's guide to the APA 6th ed. Referencing Style Manual</i>, (provided in Moodle), including full in-text citation and inclusion of a reference list; uses ideas and argument effectively, demonstrating critical reading and critical thought (i.e., arguments are well-developed and presented), and comprehension and synthesis of ideas; evidences appropriate use of relevant literature (i.e., seminal works and/or contemporary peer-reviewed articles, chapters from academic works, books, etc.) demonstrating breadth and depth of research, employing at least the minimum number of references specified in a given assessment task; complies with the word limits as set out in the Assessment Policy (no more than 10% over or under the word allowance).
Font	<p>Use 12pt Times New Roman or Arial font. Font is located under the Home tab in Word.</p>
Footnotes	<p>Footnotes are additional pieces of information printed at the bottom of a page, included when an author needs to further clarify a position/point, and/or provide further clarifying/elaborating details.</p> <p>They are located at the bottom of the relevant page. In the body of the written work they are indicated by an upper Superscript (e.g., These children face a number of challenges each day¹), with the corresponding number appearing in the Footnote section coupled with elaborating information (e.g., 1. These challenges include...).</p> <p>Footnotes are not used in conjunction with endnotes.</p> <p><i>Footnotes are in Font 10 and are located under the Reference tab in Word.</i></p>
Group Management Strategies	<p>When facilitating a group activity students are expected to:</p> <ol style="list-style-type: none"> create an atmosphere of safety, acceptance, personal presence and competence; encourage appropriate risk-taking and self-disclosure; maintain goals and time allocation for the group; control group norms; identify and carefully manage roles that group members adopt; confront any arising personal issues related to group processes and manage these

	<p>without affecting the group;</p> <p>g) ensure they make an equitable contribution to the group assessment task, as agreed upon by the whole group; and</p> <p>h) attend all relevant agreed-upon group meetings.</p>
Group Program	<p>A group program is to consist of the following components (unless otherwise specified in the assessment description):</p> <p>a) A program title page.</p> <p>b) A program rationale, including the appropriateness of its use for both (a) the selected mental health or relational issue and (b) the specific target group, not exceeding a maximum of one (1) page.</p> <p>c) The program aims and proposed learning outcomes for the program, not exceeding half (½) a page;</p> <p>d) An overview outline of the entire program (e.g., a Table of Program Content, not exceeding a maximum of one (1) page).</p> <p>e) Identification, screening and selection of participants, including contra-indications for participant inclusion; not exceeding a maximum of half (½) a page.</p> <p>f) A brief summary of the focus of each session, not exceeding a maximum of two (2) pages.</p> <p>g) Two (2) complete sessions, outlining (a) session format; (b) time allocation per session task; (c) any activities linked to the session; (d) any resources to be utilised in the delivery of each session (e.g., worksheets, etc.). Where resources are too large to include in the folder a picture of the resource may be included in its place).</p> <p>h) If appropriate, post-participation assessment, follow-up, de-briefing, etc., not exceeding a maximum of one (1) page.</p> <p>i) A reference list of academic works which have informed the program's development (no exceeding nominated number of references).</p>
Group Program Review	<p>A group program review should:</p> <p>a) provide a brief and concise summary of the two (or more) programs, including the core aims of each program, the duration of the program, selection of participants, contra-indications for participant inclusion, training required to facilitate program, and suitability for use by a counsellor;</p> <p>b) nominate the most appropriate settings (e.g., church, school, etc.) in which to run the programs, including a brief justification for choice of setting;</p> <p>c) outline the strengths and weaknesses of each program, indicating to what extent their efficacy has been established; and</p> <p>d) propose possible changes to the programs which could increase their effectiveness with respect to participant outcomes.</p>
Indenting of paragraphs	<p>Each paragraph's topic sentence (i.e., the opening sentence) is indented 1 centimetre. <i>Indenting is located under the Page Layout tab.</i></p>
In-text citations	<p>APA Referencing Style (6th Edition) requires that ALL sources which inform an author's thoughts and arguments and his/her subsequent body of writing must to be cited WITHIN the body of an essay/written work.</p> <p>APA uses the author-date method of citation (e.g., Smith, 2014 – single author reference; or Smith, 2014, p.1 – single author reference direct quote).</p> <p>Please see the APA Referencing Guide (6th Edition) provided by the School of Counselling (see Moodle) for details related to in-text citation rules for different sources (e.g. books, chapter, web-pages, multiple authors, etc.).</p>
Introduction	<p>The Introduction serves as a 'map' of the essay, outlining the main argument and points which the author will subsequently develop in the body of the essay/written work. Generally, an Introduction:</p> <p>a) begins with an orientation (in the form of a brief general statement) that leads the reader into the topic area, showing how the specific topic relates to bigger/broader issues in the discipline field;</p> <p>b) identifies the topic and purpose of the essay/written work;</p> <p>c) includes a thesis statement, which is the author's concise response to the essay question; and</p> <p>d) includes a summary outline of the argument to be presented in the essay/written work.</p>

	In general the introduction acts like a funnel, moving from the general area of focus to the specific area/agenda/focus of the essay/written work. In-text citation(s) may appear in an introduction.
Justification	The body of the essay/written work is left-aligned/left-justified (unless other specified). <i>Justification is located under the Home tab in Word.</i>
Line Spacing	Double spaced (2 lines) within paragraphs. <i>Line spacing is located under the Home tab in Word.</i> 6pts before and after each paragraph. <i>Spacing is located under the Page Layout tab.</i>
Literature Review	A literature review is an evaluative report (i.e., a critical analysis) of information found in the research literature related to a particular field. The review should describe, summarise, compare, evaluate and clarify prior research studies, other reviews and theoretical academic works related to a particular field. A literature review is to consist of the following (unless otherwise specified in the assessment task): a) Title Page b) Abstract (200 words) c) Running Header (limit of 50 characters) d) Page numbers (In Footer) e) Introduction: Overall presentation of topic/thesis statement/research question f) Body: Multiple paragraphs (See paragraph description) addressing the topic/issue, concepts/ideas etc. presented in logical and temporal ordering, fully referenced (in-text citations) g) Implications for further research, further clinical care, etc. h) Conclusion i) Reference List. Multiple examples of how to do a literature review can be located via Google.
Logs	Students are required to provide written evidence of completion of the counselling sessions, by submitting a completed and signed logbook, using the provided log template. All dates, names and signatures must be present for a log to be deemed complete.
Margins	Use page margins that are at least two centimetres all round (i.e., left, right, top and bottom). <i>Page margins are located under Page Layout in Word.</i>
Original Work	Essays/written works must have been prepared ONLY by the student. It must not reuse/include work previously submitted for another essay/written work, except where such re-use/inclusion is specifically permitted, as specified in the assessment description. It must not be edited or corrected by a third party (ghost-writing). It may be reviewed by a lecturer as part of the learning process.
Numerals	Numbers, when used in an essay/written work, need to conform to the rules specified in the APA Numerical Guide (2014) (see Moodle).
Page Numbers	Page numbers are to be positioned at the bottom of the page. They are right-aligned. <i>Page numbers are located under the Insert tab in Word.</i>
Paragraph construction and ordering	Each paragraph must include: a) A topic sentence which opens the paragraph; its function to set the theme/tone/message of the specific paragraph. b) A concluding sentence which closes the paragraph, its function to draw together the threads presented in the paragraph. c) Additional sentences that may (i) provide clarifying, supporting, elaborating, contracting, and/or comparative information and details; (ii) provide statistics; (iii) include relevant quotes, and (iv) include relevant in-text citations. d) Generally, between 4-6 sentences focused on a single or related themes, these are coherently integrated. IMPORTANTLY, a paragraph DOES NOT consist of one or two sentences, nor does it extend to a whole page or longer.

	<p>Paragraphs may be presented according to:</p> <ol style="list-style-type: none"> Time (e.g. Historical) / Temporality (past, present, future). Theme, related concepts, etc. <p>Connected paragraphs are characterised by threads that relate to the topic/question being addressed in the essay/written work, these logically ordered.</p>
Percentages	<p>In APA Style, percentage(s) is presented as follows:</p> <ol style="list-style-type: none"> Use the percent symbol after any number expressed as a numeral. For example: 12%. Use the word "percent" after any number expressed as a word. For example: five percent. Use the word "percent" after any number that begins a sentence, title or text heading. For example: Forty-eight percent of the sample showed an increase. Use the percent symbol in tables and figures even if the symbol follows a number smaller than 10. Use the word "percentage" when you do not provide an exact number. For example: The student determined the percentage of rats that ate the food in the control condition.
Person	<p>Always write in the 3rd person (e.g., the author/the writer) and not 1st person (e.g., 'I') – unless otherwise specified in the specific assessment task. It is important to stay in the same person throughout the written work (i.e., not to shift from 3rd to 1st person).</p>
Psycho-educational handout	<p>A psycho-educational handout is a one page (A4 double-sided page) document suitable for distribution to clients diagnosed with the particular disorder, addressing: (i) the nature and causes of the disorder, (ii) possible approaches to treatment of the disorder, (iii) strategies which clients can employ to support their ongoing therapy, and (iv) any additional resources and websites relevant to the disorder.</p>
Reference List/Page	<p>In APA Referencing Style (6th Edition) the Reference List/Page is located on a separate page at the conclusion of an essay/written work (placed prior to any appendices). It lists ONLY the information sources that have been cited directly within the body of the work.</p> <p>The heading References is BOLDDED and left-aligned at the top of the page.</p> <p>Always include a Reference List, unless specified otherwise in the assignment guidelines (see CUO).</p> <p>Each reference must be:</p> <ol style="list-style-type: none"> Double spaced within the individual reference Double spaced between each reference Second and subsequent lines of the reference are indented by 1cm. <p>If referencing a book, in APA the reference includes: (i) Author(s), (ii) Date of publication, (iii) Title (in italics), (iv) Location of Publication, and (v) Publisher(s)'s name.</p> <p>If referencing a chapter in a book, in APA the reference includes: (i) Author(s) of the individual chapter, (ii) Date of publication, (iii) Chapter Title (in italics), (iv) Author(s) of the Book, (v) Name of Book, (vi) Page numbers of the chapter, (vii) Location of Publication, and (viii) Publisher(s)' name.</p> <p>If referencing an article, in APA the reference includes: (i) Author(s); (ii) Date of publication; (iii) Title of article, (iv) Title of Journal (in italics), (v) Journal Volume (in italics), (vi) Journal Issue, (vii) Range of Pages, and (viii) the Digital Object Identifier (DOI) which is a character string used to uniquely identify an object such as an electronic document (if available).</p> <p>Please see APA Referencing Guide (6th Edition) provided by the School of Counselling for further detailed examples of different source types.</p>
References Minimum Number	<p>Unless specifically stated otherwise, postgraduate essays require that at least five (5) academic or professional references (e.g., journals, papers, academic texts, professional papers) must be cited per 1000 words of text.</p> <p>The criteria for each assessment will specify a minimum number of articles required for the assessment.</p>
Referencing Style	<p>The Excelsia College School of Counselling stipulates the use of the APA Referencing System for the essay/written works (e.g. APA Referencing Guide [6th ed.]). This is provided to students via Moodle.</p>

Research Paper	<p>A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition (https://owl.english.purdue.edu/owl/resource/658/02/). It includes the following sections:</p> <ul style="list-style-type: none"> a) a title page, including a running header; b) a 200-word abstract, notable for its completeness; c) an introduction, notable for the integration of material within appropriate subsections (i.e., under appropriate headings), with an overall funnelling to a clear and well-supported research hypothesis/research question, and characterised by cogency of argument; d) research methodology, notable for the inclusion of all relevant method sections; e) research results/findings, notable for appropriate inclusion of relevant summarised data; f) discussion, notable for appropriate evaluation of research aims/hypotheses, accompanying theoretical, clinical and/or methodological explanations and justified implications, and appropriate indication as to the significance of the research paper’s contribution to the theoretical and/or clinical area of focus; g) reference list, notable for its depth and breadth of included relevant peer-reviewed literature; and h) appendices, notable for their appropriateness of inclusion and their link to the body of the research paper. <p>The research paper must demonstrate:</p> <ul style="list-style-type: none"> a) appropriate writing style, notable for its clarity; b) appropriate academic formatting, in accordance with the counselling course unit regulations and the <i>Beginner’s guide to the APA 6th ed. referencing style manual</i> (provided in Moodle), including full in-text citation; c) a highly readable style; and d) overall internal coherence.
Running Header	<p>A Running Header is an abbreviation (i.e., short form) of the title of an essay/written work (e.g. if the Full Title was <i>‘The development of spirituality in adolescence’</i> the Running Header might be <i>‘Spirituality in Adolescence’</i>).</p> <p>It is in Font 10, right-aligned in the top right-hand corner of the page (set within the Header).</p> <p><i>Header is located under the Insert tab in Word.</i></p>
Sentence	A sentence has a subject and a verb and must contain a complete thought.
Spelling	Minimum academic standard is less than 5 spelling errors per 1000 written words.
Syntax/ Grammar	Minimum academic standard is less than 5 syntactical/grammatical errors per 1000 written words.
Tense	<p>Tense expresses distinctions of time or duration of the action/state being discussed/described:</p> <ul style="list-style-type: none"> a) Past tense refers to actions/events, etc. that occurred in the past, e.g., ‘I walked along the beach’. b) Present tense refers to actions/events, etc. that are occurring in the present, e.g., ‘I am walking along the beach’. c) Future tense refers to actions/events, etc. that will occur in the future, e.g., ‘I will walk along the beach’. <p>Use the same tense throughout the written work.</p>
Voice	<p>Voice refers to the relationship between the subject and the verb in a sentence.</p> <ul style="list-style-type: none"> a) Active voice in a sentence is when the subject is doing the acting, e.g., “Kevin hit the ball”, i.e., Kevin (the subject of the sentence) acts in relation to the ball. b) Passive voice in a sentence is when the subject of the sentence is acted upon by some other agent or by something unnamed, e.g. “The ball was hit by Kevin”. <p>Always use Active voice (unless otherwise specified).</p> <p>Use passive voice ONLY if specified in the assessment criteria.</p>

Word Count	<p>Included in the Word Count are:</p> <ul style="list-style-type: none"> a) All in-text citations b) All headings and words in the body of the essay/written work. <p>Excluded from the word count are:</p> <ul style="list-style-type: none"> a) Title page b) Headers and Footers c) Abstract d) Footnotes e) Reference List f) Endnotes.
Word Limit	<p>The word count of an essay/written work must be within 10% (over or under) of the stated assessment word limit, as per the assessment guidelines.</p> <ul style="list-style-type: none"> a) Where the work exceeds the 10% word limit, the additional content will not be read nor considered in the grade allocation and the student will lose 10% of their final grade. b) Where the work is significantly less than the word limit (more than 10% under) the paper is likely to inadequately address the assessment guidelines under consideration and, consequently, will be significantly marked down.
Written Form	<p>All essays/written work must be type-written. Hand-written essays are NOT acceptable, unless specifically permitted, as per the assessment criteria.</p>

ORAL PRESENTATIONS	
Element	Minimum Standard
Content	<p>Unless otherwise specified, a School of Counselling in-class oral presentation consists of the following:</p> <ul style="list-style-type: none"> a) a presentation overview, rationale (i.e., a clear statement of the presentation's purpose, and the problem/issue(s) to be addressed during the presentation) and accompanying student learning outcomes; b) a well-structured and coherent body of relevant content, presented in a unified and coherent manner with appropriate conclusions, consistent with the presented ideas; with temporal order and logical flow of ideas and arguments throughout the presentation; c) oral delivery which is clear, well paced, with appropriate vocal intonations, etc.; complying with the stipulated presentation time limit, or a relevant penalty will apply (10% mark reduction). d) appropriate use of relevant literature (employing the minimum of references specified in the assessment task criteria (e.g., seminal works and/or contemporary peer-reviewed articles, chapters from academic works, books, etc.) demonstrating breadth and depth of research; coupled with evidence of active engagement with, and synthesis of relevant peer-reviewed articles and chapters from relevant academic texts; e) an accompanying set of quality PowerPoint slides (or similar) using an easily readable font (e.g. Arial, Cambria, Calibri, New Times Roman, etc.) no less than font size 18); with appropriate supporting images (as is relevant to topic/issue, etc.) and a Reference List on the concluding slide. Content on each slide is to be referenced at the bottom of the relevant slide. f) a double-sided A4 handout which includes a summary of the presentation's key points and a short reference list of the most relevant articles that informed the presentation; g) facilitation of an engaging and well-managed class discussion employing a minimum of three appropriate and thought-provoking questions.

Delivery	A confident oral delivery is required, one that: <ul style="list-style-type: none"> a) is moderately paced; b) involves limited reference to supporting notes; c) demonstrates understanding of the topic/issue, etc. under consideration; d) provides a synthesis of relevant research literature related to the topic/issue, etc.
Timing	All presentations will be double timed, with time monitored by: <ul style="list-style-type: none"> a) the lecturer, AND b) one volunteer student. <p>When the presentation is a group presentation, time spent speaking should be equally shared between group members.</p> <p>Ideally a stop-watch (e.g., on a phone) will be employed, with the lecturer indicating the commencement time and the conclusion time (confirmed by the student timers).</p> <p>All work presented after the end of the allocated presentation time will not be graded.</p>

G. EXTENSIONS

Any application for an assignment/assessment extension **MUST be made BEFORE the published assessment due date**. Lecturers will not (without penalty) accept late work for which a prior extension has not been obtained. In general, extensions to submission deadlines are only granted for circumstances for which the student is not responsible, and which prevent the student from completing an assessment task by the due date. Such circumstances may be summarised under the following headings:

1. medical (with a Medical Certificate as supporting evidence);
2. bereavement (supported by funeral or similar notice);
3. official (evidence of studies being significantly interrupted by court, jury duty, immigration requirements, or similar official business over the timing of which the student has no control);
4. unforeseen circumstances of a serious nature (beyond a student's control, for which the student is not responsible, and which will prevent the student from timely submission of an assessment task).

Situations that do NOT constitute acceptable reasons for an extension include, but are not limited to:

1. computer difficulties (student must regularly Save, Print, Back-up ALL their work).
2. workload pressures involving their current or other subjects.
3. employment or study-related interviews or appointments.
4. employment-related workload pressures or difficulties.
5. absence from home (except in emergencies relating to the permissible reasons listed above).
6. domestic tensions or issues, including issues involving pets.
7. medical appointments other than in the case of serious illness or emergency.

If an extension is required, students complete the [Application for Extension](#), present it to the relevant Lecturer for endorsement, and then to the Head for approval. The student must keep a copy of the approved form and provide a copy to the Lecturer. The original approved form must be attached to the submitted assignment and uploaded on Moodle in order to ensure that no penalty is applied for lateness.

Students should not expect an extension for more than 10 working days. No 'blanket' (group-wide, class-wide, or subject-wide) extensions will be granted without the permission of the Academic Director. It is unusual for extensions to be granted for the final assessment task in any semester unless the marking and moderation deadlines can still be met.

H. ACADEMIC INTEGRITY

The College regards academic misconduct as a very serious matter and will impose strict penalties when it is found to have occurred. Academic misconduct includes, but is not limited to: plagiarism, cheating, collusion, fraud, improper behaviour, misrepresentation, and unethical behaviour.

For further details, please refer to the College's [Academic Integrity Policy and Procedure](#). All students must read this document to ensure they understand the College's academic integrity requirements.

I. REFERENCES

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.), Washington, DC.

American Psychological Association (2010). *Concise Rules of APA Style*, (6th Ed), Washington, DC.

<http://classroom.synonym.com/use-percent-sign-apa-formatting-2440.html>

<http://grammar.about.com/od/il/g/Introductory-Paragraph.htm>

<http://unilearning.uow.edu.au/essay/4bii.html>

<http://unilearning.uow.edu.au/essay/4biii.html>

<http://unilearning.uow.edu.au/essay/4biii.html>