*Unit Outline*

COU202 Counselling Practice

**COURSE** Bachelor of Community Services

**LEVEL OF STUDY** 2nd Year

**CORE/ELECTIVE** Core

**CREDIT POINTS** 15 Credit Points

**TOTAL COURSE CREDIT POINTS** 360 credit points

**DURATION** One trimester

**LECTURE & TUTORIALS** 2 hours lecture, 1 hour tutorial per week

**PERSONAL STUDY HOURS** 7 hours per week

**TOTAL WORKLOAD PER WEEK** 10 hours per week

**PRE-REQUISITE** COU101 Theories in Counselling

**CO-REQUISITE** Nil

**CONTACT DETAILS**

**Unit Coordinator**

Dr Susan Fletcher

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**Lecturers/Tutors:**

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**PERTH**

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**DESCRIPTION**

This unit builds on the students’ developing understanding of the theoretical foundations in counselling. It introduces students to the counselling-helping profession. It provides students with an understanding to the effective application of micro-skills within counselling and strategies to overcome barriers in the client counsellor working relationship. Students will develop greater knowledge and core skills for counselling. The unit consists of a series of structured workshops to guide students through the practical component of counselling, and involves students in discussions and stipulated role plays. There is particular emphasis on the counselling process and outcomes, practice for negotiation, goal setting and interviewing skills.

**GRADUATE ATTRIBUTES**

Graduates of Stott’s College are expected to have Knowledge, Skills and Abilities (KSA) on three different dimensions. Each unit in the course contributes to the development of Stott’s College’s Graduate Attributes which you should demonstrate on completion of the course.

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| **Professional** | |
| GA1 | Hold a body of knowledge relevant to their field of study, that includes an understanding of theories, practices, and the scope of their discipline; |
| GA2 | Have the skills required to operate effectively within their chosen profession; |
| **Personal** | |
| GA3 | Have developed an appreciation, tolerance and ability to work effectively across the entire diversity spectrum; |
| GA4 | Be able to work independently and collaboratively; |
| GA5 | Be able to set appropriate goals for ongoing intellectual and professional development; |
| GA6 | Be self-critical and identify shortcomings in their own knowledge, skills and abilities; |
| GA7 | Understand ethical responsibilities and behaviour pertinent to their chosen discipline and profession and practice the behaviour to the highest standards; |
| GA8 | Have developed a high level of oral, visual and written communication skills, across a range of communication technologies, relevant to their fields of study, and recognise the importance of maintaining these; |
| **Academic** | |
| GA9 | Be able to identify the need for data, information and knowledge to solve problems in familiar and unfamiliar contexts using appropriate media, tools and methodologies and be able to critically evaluate the information in terms of its validity, accuracy, currency against one’s own values; |
| GA10 | Be independent learners and thinkers with responsibility to acquire and evaluate new knowledge with the confidence to be analytical, creative and critical; |
| GA11 | Be able to understand, define, analyse, evaluate, investigate problems and make informed recommendations and decisions. |

**COURSE LEARNING OUTCOMES**

The Course Learning Outcomes (CLO) for the Bachelor of Community Services are designed to align with the Australian Quality Framework specifications for Bachelor’s degrees (AQF Level 7). On completion of the degree, graduates will have achieved these learning outcomes in the following dimensions:

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| **Knowledge** | |
| CLO1 | Demonstrate broad knowledge of a range of community services theories and frameworks. |
| CLO2 | Develop an appreciation for the legal framework in which organisations and communities operate. |
| CLO3 | Demonstrate in-depth knowledge within specialist counselling areas, including alcohol and other drugs, youth, family and mental health. |
| CLO4 | Develop and apply an understanding of human diversity, including culture, gender, age, ability, class, religion and sexuality. |
| **Skills** | |
| CLO5 | Critically review, analyse, and evaluate knowledge in community services theories and frameworks. |
| CLO6 | Integrate and apply knowledge of community services professional practice and competencies within appropriate ethical and professional standards. |
| CLO7 | Apply critical thinking and judgement in identifying and solving problems in case management interventions. |
| CLO8 | Demonstrate advanced counselling and communication skills in dealing with clients and other professionals. |
| **Application of Knowledge and Skills** | |
| CLO9 | Demonstrate applied research skills including projects. |
| CLO10 | Identify clients with complex and diverse needs and develop appropriate service provision. |
| CLO11 | Practice case management ethically and intentionally within established legal, policy and professional frameworks and codes of ethics. |
| CLO12 | Integrate feedback from clinical supervision and cultivates the capacity for reflective practice, professional responsibility, and accountability. |

**UNIT LEARNING OUTCOMES**

At the completion of this unit, a student should be able to:

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| LO1 | Demonstrate effective application of the micro-skills within counselling. |
| LO2 | Demonstrate knowledge of the fundamental principles and concepts in the counselling relationship. |
| LO3 | Discuss the barriers in the counselling relationship. |
| LO4 | Identify ethical issues in counselling practice. |
| LO5 | Demonstrate ability to apply practical counselling skills. |

**CONTENT**

Topics will include:

1. The Counselling Process
2. Overview of the Helping model
3. Establishing the Counsellor-Client Relationship
4. Therapeutic Dialogue
5. Stage 1: Exploring the Current Scenario
6. Problem Identification
7. Stage 2: Preparation for Change
8. Making the Transition- Planning and Commitment
9. Stage 3: Developing Action Strategies
10. Ending the Session
11. Ethical Considerations
12. Therapeutic Issues in Counselling
13. Assessing and responding to suicide risk

**LEARNING TASKS AND ASSESSMENTS**

**Assessment questions must be directed to your Tutor.**

**In order to pass this unit, students are required to achieve an aggregate mark of 50% for all assessment tasks.** Refer to the Assessment Grades section at the end of the unit outline for important information regarding awarding of grades.

**Where required, you must use APA 7 Referencing in your assessments.**

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| **Assessment** | **Weight** | **Due** | **Learning Outcomes Assessed** | **Course Learning Outcomes** |
| **Individual In-class Written Assessment**  **(800-1000 words)** | **15%** | **Week 4** | **LO2** | **CLO1,5** |
| **Individual Written Assessment**  **(2000-2200 words)** | **25%** | **Week 7** | **LO1, 2,5** | **CLO1,3,4,7,9** |
| **Counselling Session Role Play 20%**  **And**  **Reflective Essay**  **(2000-2200 words)**  **30%** | **50%** | **Role Play Video: Week 10** | **LO1,2,3,4, 5** | **CLO8, 12** |
| **Reflective Essay:**  **Week 11** |
| **Participation** | **10%** | **Weeks 1-12** | **LO 1-5** | **CLO1,5,6,8,12** |
| **TOTAL** | **100%** |  |  |  |

**WEEKLY OUTLINE**

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| **Week** | **Topic** | **Text reference and set readings** | **Tutorial Activity** |
| Week 1 | The Counselling Process | Egan (2014, chpt 1); McLeod (2013, chpt 1) | Welcome and outline tutorial activities and assessments |
| Week 2 | Overview of the Helping Model  The person-centered approach | Egan (2014, chpt 1) | Exercises and role play |
| Week 3 | Establishing the Counsellor-Client Relationship  Assessment (Genograms & Ecomap) | Egan (2014, chpts 2 & 3 | In-class writing assessment |
| Week 4 | Therapeutic dialogue: | Geldard and Geldard (2001, chpt 2 | Skills practice |
| Week 5 | Stage 1: Exploring the Current Scenario | Egan (2014, chpt 4) | Group tutorial activity  Role plays |
| Week 6 | Problem Identification | Geldard & Geldard (2001, chpt 2) | Skill exercises/case studies |
| MID-TERM | | | |
| Week 7 | Stage 2: Preparation for Change | Egan (2014, chpts 5 & 6) | Group tutorial activity  Case studies  Role play |
| Week 8 | Making the Transition-Planning and Commitment  Writing Reflectively | Egan (2014, chpt 7&8) | Case studies  Role Plays |
| Week 9 | Stage 3: Action- Developing Action Strategies  Writing Reflectively | Egan (2014, chpts 10 & 11) | Group tutorial activity  Case studies  Role play |
| Week 10 | Ending the session  Grief and Loss | Freshwater (2003, chpt 5) | Role play |
| Week 11 | Therapeutic Issue in Counselling  Assessing and responding to suicide risk | O’Hara & Pockett (2011, chpt 4) | Case studies |

Week 12 Ethical Considerations

Emotional Intelligence Lecturer to provide Case studies

**Required Texts**

Egan, G. (2014) *The skilled helper: a problem-management and opportunity-development approach to helping* (10th ed.). Belmont, Calif.: Brooks/Cole, Cengage Learning.

**Readings to Accompany the Lectures**

Corey, G., Corey, S. M., & Callanan, P. (2011). *Issues and ethics in the helping professions* (8th ed.). Australia: Brooks Cole

McLeod, J. (2013). *An introduction to counselling* (5th Ed.). New York: Open University Press/McGraw-Hill Education.

Smith, D. (2003). Ten ways practitioners can avoid frequent ethical pitfalls. *InPsych, 25* (2), 35-39.

Tveit, A., & Sunde, A. (2016). How Different Insights from a Variety of Theories Might Help Ethical Decision-Making in Educational Counselling. *Interchange, Vol.47*(2), pp.121-132.

**Recommended Additional References**

Freshwater, D. (2003). Counselling Skills for Nurses, Midwives and Health Visitors. England: Open University Press.

Hill, Clara E (2012). Shopping Around for Theories for Counseling Psychology Practice. *The Counseling Psychologist, Vol.40*(7), pp.1061-1069.

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: an integrative approach.* Thousand Oaks, California SAGE.

Kennedy, T., & Chen, C. (2012). Career Counselling New and Professional Immigrants: Theories into Practice. *Australian Journal of Career Development, Vol.21*(2), p.36-45.

Messer, S. B., & Gurman, A. S. (Eds.). (2011). *Essential Psychotherapies: Theory and practice (3rded.).* New York: The Guilford Press.

Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th ed.). London: Sage Publications.

O’Hara, A & Pockett,R (2011) *Skills For Human Service Practice (2nd ed*) South Melbourne: Oxford University Press.

Powell, T. (2009). *The mental health handbook: a cognitive behavioural approach*, UK: Speechmark Publishing.

Reinecke, M.A., & Clark, D.A. (2004). *Cognitive therapy across the lifespan: evidence and*

*practise*. United Kingdom: Cambridge University Press.

Wong - Wylie, Gina. (2006). Narratives of developing counsellors' preferred theories of counselling storied through text, metaphor, and photographic images. *The Qualitative Report, June, Vol.11*(2), p.262(40).

**USEFUL RESOURCES**

**Journals**

* Interchange
* Psychological Bulletin
* Australian Journal of Career Development
* The Qualitative Report
* The Counselling Psychologist

**Websites**

Human Rights and Equal Opportunity Commission: [www.hreoc.gov.au](http://www.hreoc.gov.au/)

Ethics <http://www.pacfa.org.au/>

Lifeline (for all ages)

Phone: 13 11 14 (cost of local call from landline or free from mobile phone)  
Website: <http://www.lifeline.org.au/>

Kids Helpline (for ages 5-25)

Phone: 1800 55 1800 (free call from landlines and any Optus or Virgin mobile)  
Website: <http://www.kidshelp.com.au/>

Mensline (for relationship issues)

Phone: 1300 78 99 78 (cost of a local call)  
Website: [www.mensline.org.au](http://www.mensline.org.au/home.aspx)

Suicide Call-back Service

Phone: 1300 65 94 67 (Cost of a local call)  
Website: [www.suicidecallbackservice.org.au](http://www.suicidecallbackservice.org.au/)

**Assessment 1: Individual In-class Written Assessment (15%)**

**Due Date: Week 4**

**Word Count: 800-1000**

The article you will be asked a question about is available on Week 1. Make sure you read pages 68-82

This assessment is designed to help you develop the foundational knowledge of counselling practice.

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| **Format** | Students must attend class to take this assessment. On the day of the assessment, students are required to respond to specific question/s relating to a journal article (prescribed reading) and will be given up to 60 mins to complete this task.  **This is an open-book assessment to be completed in your Week 3 tutorial (in-class).**  This assessment serves as a preparatory guide to the learning that students are expected to acquire in this unit. |
| **Criteria** | Clear and concise response to the guide questions. |
| **Generic skills assessed** | Information literacy |

**Assessment Criteria**

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| **Criteria for summary** | **Weight: 100%** |
| Structure: paragraph and sentence structure | 50% |
| Literacy skills: ability to respond to the assessment question clearly and concisely | 50% |
| **Total** | **/15%** |

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| **Criteria** | **High Distinction**  **80% -** | **Distinction**  **70%- 79%** | **Credit**  **60-69%** | **Pass**  **50-59%** | **Fail**  **0-49%** |
| **Structure: paragraph and sentence structure** | Writing is clear, concise, and well organised with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. | Writing is clear, concise, and well organised with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. | Writing is mostly clear, concise, and well organised with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. | Writing is fairly clear and organized with sound sentence/paragraph construction. Thoughts are expressed in a somewhat logical manner. | Writing is unclear and disorganised. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |
| **Literacy skills: ability to respond to the assessment question clearly and concisely** | Demonstrates excellent understanding of information in the text. All critical details are included. Is characterised by excellent paraphrasing of the main idea and significant details. | Demonstrates clear understanding of information in the text. Most critical details are included with minimal important details omitted. Is characterised by good paraphrasing of the main idea and significant details. | Demonstrates adequate understanding of information in the text. Many critical details are included but some important details are omitted. Is characterised by good paraphrasing of the main idea and significant details. | Demonstrates basic understanding of information in the text. Contains some critical details but has omitted important information. Sound paraphrasing of the main idea and significant details. | Demonstrates little or no understanding. Contains only some critical details and omits much of the important information. Is characterised by the substantial copying of key phrases and minimal paraphrasing. |

**Assessment 2: Individual Written Assessment (25%)**

**Due Date: Week 7**

**Word Count: 2000 -2200 words**

Students will research and write an essay based on a case study that will be provided.

See case study for details.

**Use APA 7 referencing**. Your essay should include **at least 8 (scholarly) journal articles read and/or textbook references**. The format of your essay will be discussed in greater detail during tutorials.

Do NOT utilise sources such as [www.tutor2u.com](http://www.tutor2u.com) and other such web materials as these in no way constitute academic references for the purpose of your assignments. If you rely on such sources for theoretical support, you will be deemed NOT to have met the requirements of the assessment.

*The case study will be provided during the trimester.*

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| **Criteria for case study** | **High Distinction**  **80-100%** | **Distinction**  **70-79%** | **Credit**  **60-69%** | **Pass**  **50-59%** | **Fail**  **0-49%** |
| **Academic Writing**  **10%** | All levels of content are covered in depth. Wide range of contemporary references and sources are well cited. | High level of content is covered in depth. Wide range of good references and sources are well cited | Appropriate content is covered in reasonable depth. Sources are generally well cited. | Most sections of content are included but not covered in depth. References are basic with errors in citation | Major sections of content have been missed. Inadequate references and poor citation. |
| **Problem identification**  **20%** | Excellent assessment of the presenting problem/s. Discussion is well organised and meaningfully related to psychosocial history | Very good assessment of presenting problem/s Discussion is well organised and related to the psychosocial history | Good assessment of presenting problem/s.  Discussion is organised and related to the psychosocial history | Adequate assessment of presenting problem/s. Ideas are present but not well related to the psychosocial history. | Student fails to display an understanding of the relationship between presenting problem/s and psychosocial history |
| **Detailed conceptualisation of client’s presenting problem/s 20%** | Conceptualisation of presenting problem/s is clearly connected to theoretical perspective | Conceptualisation of presenting problem/s is well connected to theoretical perspective | Clear understanding of case Some relevant connections made to theoretical perspective | Overview of case provided however lacked depth. Limited theoretical discussion | Content is incomplete. Minimal discussion of client’s life provided |
| **Intervention plan**  **20%** | Includes measurable goals. Describes interventions relevant to the client’s problem/s | Relevant goals described. Appropriate intervention strategies proposed | Some goals described.  Interventions proposed are somewhat appropriate | Strategies proposed are not specific and minimally related to the client’s problem/s | Few or no goals identified. Proposed strategies are not related to client’s problem/s |
| **Researching of agencies and rationale for selection**  **20%**  **Ethical issue**  **10%** | Provides evidence of relevant and extensive research. Clearly and thoroughly describes rationale for agency selection  Clearly describes ethical issue | Provides adequate evidence of research. Provides good rationale for agency selection.  Adequately describes ethical issue | Provides some evidence of research. Provides some rationale for agency selection  Some evidence of understanding ethical issue | Provides minimal evidence of research  Limited rationale for agency selection.  Minimal evidence of understanding ethical issue | Does not provide evidence of research.  Does not show rationale for agency selection.  No evidence of understanding ethical issue |

**Assessment 3: Role Play of a Counselling Session and Written Reflection (50%)**

**Due Date: Refer to the specific dates below for each assessment component**

This assessment builds on your theoretical knowledge and aims to put that theoretical learning into application.

Working together in groups of 2, each student must present a recorded skills demonstration of a counselling session. It is then submitted with a written reflective essay reporting on the students’ reflections on the session.

The main criteria include:

**Video recording of the role play: (20%)**

* Format will be addressed in tutorials.
* Length of recording: 15-20 minutes
* To be uploaded to the student’s OneDrive account (accessible through your student email account), with the video link provided in your written reflective essay
* **Due in Week 10**

**Written reflective essay: (30%)**

**Word Count: 2000 - 2200**

Students are required to submit a written analysis of their role play, with the following:

* Describe and explain how your role play followed Egan’s framework and achieved a person-centred approach. Provide examples from your role play to illustrate your comments.
* Describe and give examples of the counselling skills you used in your role play (using Egan’s correct terms)
* Explain how you collaborated with the client to set goal/s and what goal/s you set
* Critically evaluate how you performed as the counsellor. What strengths and limitations did you observed? Where did you struggle and what impact did this have on the process of the session? What could you have done differently?
* **Due in Week 11**

**Use APA 7 referencing.** Your reflective essay should include **at least 8 (scholarly) journal articles read and/or textbook references**. The format of your essay will be discussed in greater detail during tutorials.

Do NOT utilise sources such as www.tutor2u.com and other such web materials as these in no way constitute academic references for the purpose of your assignments. If you rely on such sources for theoretical support, you will be deemed NOT to have met the requirements of the assessment.

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| **Criteria for Roleplay** | **Excellent**  **81 – 100%** | **Good**  **66 - 80%** | **Pass**  **50 – 65%** | **Fail**  **<49%** |
| **Rapport/Relationship**  **Building**  **20 %** | Demonstrates a high-level ability to develop/ deepen the client relationship by using all of the active listening skills.  Displays empathy. Discusses confidentiality / boundaries | Demonstrates a strong ability to establish the relationship. Uses active listening skills. Displays warmth and positive regard.  Discusses confidentiality in detail | Counsellor demonstrates some ability in establishing the relationship. Used some of the active listening skills.  Displays warmth and positive regard. Discusses  confidentiality | Counsellor does not sufficiently develop and deepen the relationship.  Few active listening skills demonstrated.  High level of distraction. |
| **Exploration Stage**  **20%** | Demonstrates a high-level ability in the use of a range of counselling skills, including open- questions, reflection on feeling and meaning, paraphrasing and summarising | Demonstrates a good ability in the use of a range of counselling skills, including open- questions, reflection on feeling and meaning, paraphrasing and summarising | Demonstrates some ability in the use of a range of counselling skills, including open- questions, reflection on feeling and meaning, paraphrasing and summarising | Counsellor does not sufficiently demonstrate a range of skills and/ or skills are incorrectly applied. |
| **Challenge Stage**  **20%** | Demonstrates the capacity to formulate a clear understanding of the client’s problem. Challenges client statements and develops client’s change commitment | Demonstrates good capacity to formulate a clear understanding of the client’s problem. Reasonable attempt to develop client’s change commitment | Demonstrates some capacity to formulate a clear understanding of the client’s problem. Reasonable attempt to develop client’s change commitment. | Demonstrates limited ability in problem identification and does not develop client’s commitment to change |
| **Action Stage**  **20%** | Demonstrates high-level skills and strategies in developing realistic goals with client | Demonstrates strong skills and strategies in developing realistic goals with client | Demonstrates some skills and strategies in developing realistic goals with client | Poor demonstration of skills for goal setting. Goals set are not realistic for the client. |
| **Structure of Session and Closing**  **10%** | Demonstrates high-level ability to maintain focus and direction of session and closes effectively | Demonstrates good ability to maintain focus and direction of session and closes effectively | Demonstrates some ability to maintain focus and direction of session and closes effectively | Demonstrates low level ability in maintaining focus and direction of session. Closure poor |
| **Length of Session**  **10%** | Session 15 mins | Session 12-14 mins | Session 10-11 mins | Session under 10 mins |

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| **Criteria for**  **Reflective Essay** | **High Distinction**  **80+%** | **Distinction**  **70-79%** | **Credit**  **60-69%** | **Pass**  **50-59%** | **Fail**  **0-49%** |
| **Academic Writing**  **15%** | All levels of content are covered in depth. Wide range of contemporary references and sources are well cited. | High level of content is covered in depth. Wide range of good references and sources are well cited | Appropriate content is covered in reasonable depth. Sources are generally well cited. | Most sections of content are covered but not in depth. References are basic with errors in citation | Major sections of content have been missed. Inadequate references and poor citation. |
| **Interview process**  **Report on how your interview followed Egan’s process and was person-centred**  **15%** | Response shows an excellent understanding of ideas presented in class and insights gained into the interview process and how to place the client at the centre | Response shows a very good understanding of ideas presented in class and insights gained into the interview process and how to place the client at the centre | Response shows a good understanding of ideas presented in class and insights gained into the interview process and how to place the client at the centre | Response shows an adequate understanding of ideas presented in class and insights gained into the interview process and how to place the client at the centre | Response shows a poor understanding of ideas presented in class and insights gained into the interview process and how to place the client at the centre |
| **Comments on counselling skills used in role play**  **20%** | Demonstrates an excellent understanding of the skills used and how they impacted on the counselling process | Demonstrates a very good understanding of the skills used and how they impacted on the counselling process | Demonstrates a good understanding of the skills used and how they impacted on the counselling process | Adequate understanding of the skills used and impact on the counselling process. Description lacked depth. | Poor understanding of the skills used and impact on the counselling process Description lacked depth. |
| **Self-reflection on counselling role**  **40%** | Demonstrates excellent insights in their self-reflection. Critical thinking skills demonstrated in the writing, including emotions | Demonstrates very good insights in their self-reflection. Evidence of deep thinking. | Shows satisfactory ability to relate insights  gained and to analysis the issues encountered in the role play | Includes description of events and activities with minimal reflection or analysis of the issues encountered in the role play | Only includes description of activities. No reflection is demonstrated beyond the description |
| **Presentation**  **10%** | Excellent overall structure of essay. All elements included | Very good structure of essay. Most elements included | Adequate structure of essay. Most elements included | Minimal elements of essay structure provided. | Poor essay structure. Elements missing and/or poorly presented |

**TUTORIAL PARTICIPATION & ACTIVITIES (10%)**

This assessment encourages students to articulate their ideas, build shared understandings, engage with content, and to contribute to a dynamic learning environment.

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| **Criteria** | **Areas to be covered** | **Weight** |
| **Outstanding participation** | * Contributing to whole class discussions * Illustrating high quality of the contributions: to readings, materials, assessing the key issues, analysing problems * Demonstrating high level of preparation and skills in leading discussions * High level of facilitating skills and responding to peers’ contributions: in small group discussions or debate * Leading group discussions | **10%** |
| **Good participation** | * Contributing to good class discussions * Illustrating good quality of the contributions: to readings, materials, assessing the key issues, analysing problems * Demonstrating good preparation and skills in leading discussions * Demonstrate facilitating skills and responding to peers’ contributions: in small group discussions or debate * Illustrating some leading group discussions | **7%** |
| **Satisfactory participation** | * Contributing to whole class discussions at times * Illustrating some quality of the contributions: to readings, materials, assessing the key issues, analysing problems * Demonstrating some level of preparation and skills in leading discussions * Demonstrating some level of facilitating skills and responding to peers’ contributions: in small group discussions or debate * Illustrating effort in leading group discussions | **5%** |
| **Poor participation** | * Contribution to whole class discussions is absent * Illustrating minimal quality of the contributions: to readings, materials, assessing the key issues, analysing problems * Demonstrating minimal level of preparation and skills in leading discussions * Demonstrating minimal level of facilitating skills and lacking responds to peers’ contributions: in small group discussions or debate * Illustrating minimal effort in leading group discussions | **<2%** |

**IMPORTANT NOTES ON PASSING THIS UNIT**

**Moodle Unit Site**

Important information, announcements, learning materials, learning activities and assessment specifications concerning this unit can also be found on Moodle, accessible via <https://lms.stotts.edu.au/>. Ensure to log in on a regular basis and undertake activities which are set on Moodle. The written assessments will also need to be submitted through Moodle unless the tutor sets other methods of submission.

**Please follow the below link to activate your Moodle account:**

1. Type the URL: <https://lms.stotts.edu.au/>

Username: Student Number

Password: Student Number

For example, your student number is 1037234. To activate your Moodle, you will:

1. Enter your username: 1037234
2. Enter your password: 1037234

Once you log-in, you will be required to reset your password. Please remember your password, and store it safely.

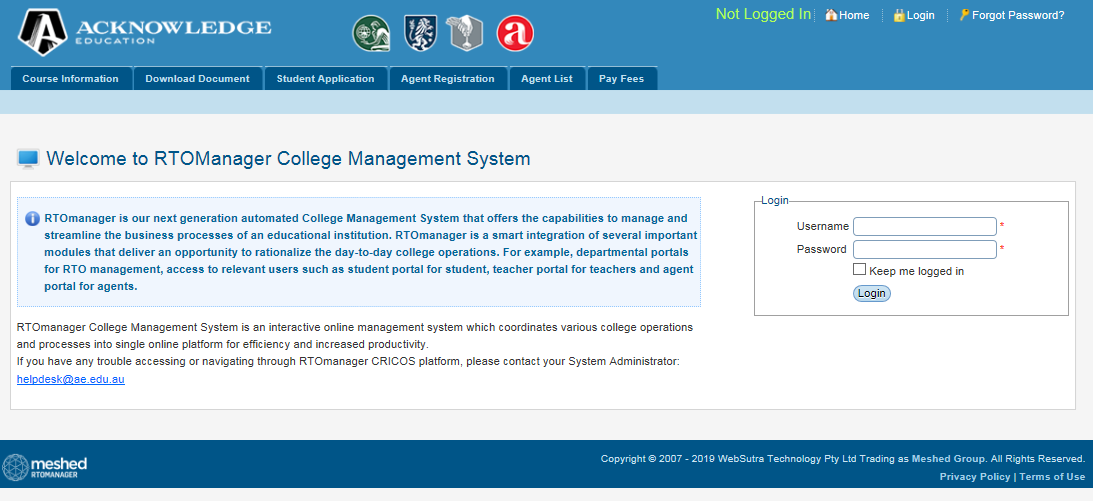
**Student Portal on RTOManager**

RTOManager is your student portal. All enrolment details, fee records, attendance and results will be updated through RTOManager.

**Please follow the below instructions to activate your RTOManager account:**

1. Type the URL: <https://ae.rtomanager.com.au/>
2. Username: Student Number
3. Password: (will be emailed to you when your account has been setup,

normally one week after your enrolment).

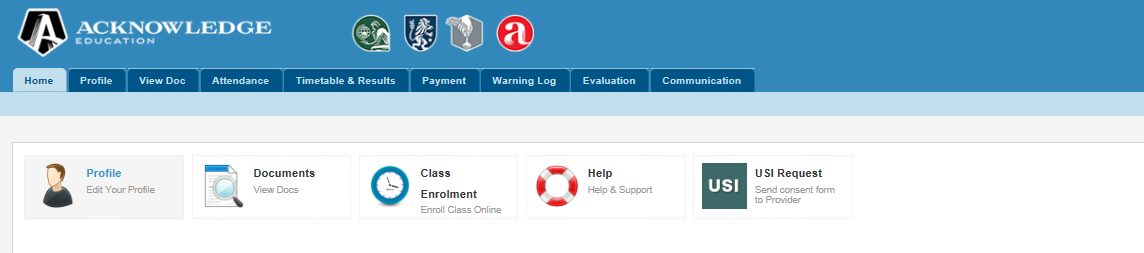
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Student ID number

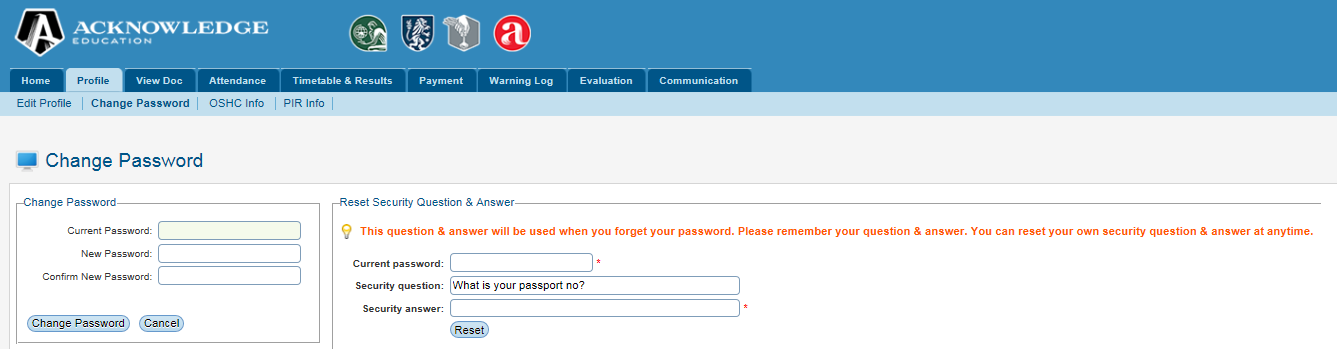
Password to be emailed to you.

Once you log in, please click the Profile section, and update your details accordingly, i.e. address, email, phone number, etc.

*(As part of your enrolment requirements, it is mandatory for students to provide your most up-to-date details in the system.)*

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You may also click on “Change Password” and reset the password provided to you. Please ensure that you do not share your login details with others.

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**Email Communication**

Emails to the educators must be sent from the Stott’s student email account and vice versa. If students access their emails through a provider other than Stott’s, it is the student’s responsibility to ensure that Stott’s emails are forwarded to the student’s private email address. Stott’s will use email communications as primary means of communicating important enrolment and study information to students.

**Course Progress**

Students should become familiar with the academic policies and procedures regarding course progress as found on <https://ae.rtomanager.com.au/Publics/PublicsPages/DocView.aspx>

To demonstrate satisfactory course progress, a student will need to achieve at least a **“Pass”** result in at least 50% of units undertaken in each trimester. Where applicable, the student must at all times be capable of completing the course within the expected duration as specified on the Confirmation of Enrolment (CoE).

If the student fails to demonstrate this, they will be identified as a student who is **“at-risk”** of failing to complete their course within the expected duration. In order to avoid this and to ensure that the student’s study will improve in the subsequent trimester, the student will be required to attend an intervention meeting with the Academic Support Officer (or the relevant Stott’s College representative) to discuss their study needs and appropriate study support strategies. It is crucial that the student attends this meeting to avoid further actions being taken by the College that might seriously affect the student’s enrolment status.

If the student is unable to attend this meeting due to compassionate or compelling circumstances outside of the student’s control, the student will need to e-mail the Academic Support Officer (or Stott’s College representative) to organise an alternative meeting.

**Individual and Group Assessments**

All assessments will have clear guidelines on whether they must be completed individually or as a formal group assessment. While group discussion is encouraged, the final submission for an individual written assessment must be the student’s original work. All collaboration and assistance received **must** be clearly acknowledged. *See below for information on Plagiarism and other forms of Academic Misconduct.*

**Assignment Extension of Due Dates**

All written assessments must be submitted on Moodle by the due date and time the assessment is due. Written assessments should be submitted with the Assessment Cover Sheet and follow the Written Assessment Formatting Guidelines available on Moodle. Emails and hard copies will not be considered a submission. A duplicate copy of all work submitted must be kept by the student.

Permission to make a late submission of an assignment must be obtained from the tutor. Extension requests for up to 7 days must be submitted in writing to the tutor **before the assessment due date**. Having ‘work in other units’ will not be accepted as reasonable grounds for granting an extension. Additionally, excuses involving computers or printers will not be accepted as valid reasons for late submission. It is the student’s responsibility to organise their assessments so that all required work is submitted by the due date.

Where the student’s work is submitted after the due date and compassionate or compelling grounds cannot be established, there will be a penalty of 5% of the total weight of the assessment for **each day (including public holidays and weekends)** the submission is overdue. Late submissions will only be allowed up to 14 days after the original due date (minus the period for an approved extension, where applicable).

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| --- | --- | --- | --- |
| Due Date | Length of Extension | Form | Approval |
| Before Due Date | Up to a maximum of 7 days | In writing, such as through an e-mail | Tutor |
| Before Due Date | More than 7 days | Application for Special Consideration Form (Student Portal) | Course Coordinator |
| After Due Date |  | Application for Special Consideration Form (Student Portal) Must be submitted within three days of the due date | Course Coordinator |

**Absence during Presentations, Exams and Invigilated Tests**

If the student is requesting for an extension that is longer than 7 days or unable to complete an assessment (including a presentation or test) due to *compassionate or compelling circumstances*, the student must complete and submit the Application for Special Consideration Form to the Course Coordinator **within three days of the assessment due date.** Appropriate evidence and documentation must also be supplied to support the claim. Minor illnesses (such as headaches, colds and minor gastric upsets) and excuses such as timetable confusion or forgetfulness are not considered to be valid reasons for special consideration. The form is available on the Student Portal.

A deferred or a supplementary examination or online test may be administered as scheduled by the Department. Students will only be granted one opportunity to take a deferred test.

For students with life circumstances or personal limitations that may affect their course of study, it is recommended that they contact the Dean or Course Coordinator as soon as possible.

**Plagiarism and Academic Misconduct**

Plagiarism and academic misconduct

Stott’s College aims to produce graduates with attributes of honesty, integrity and ethical behaviour. Stott’s College expects students to strive for the best results they can from their own efforts and to gain results that reflect their achievements. It is expected that students will avoid behaviours that are dishonest such as contract cheating, plagiarism and collusion. It is your responsibility to learn the conventions and become familiar with the policy and procedures relating to academic misconduct.

Contract Cheating

Occurs when a student submits work that has been completed for them by a third party, irrespective of the third party's relationship with the student, and whether they are paid or unpaid (Harper & Bretag et al 2018).

The consequences and more information can be found in Stott’s College’s Academic Misconduct policy and procedure at <https://ae.rtomanager.com.au/>

**Results or Grade Review**

If the student would like to request a review of their assessment results, the student must fill and submit the Application for Review or Remark of Assessment Form (Student Portal on RTOManager) **within 20 working days** to the Course Coordinator or delegate. Reviews after this date will not be heard. There will be a charge associated with this application, and any changes made to the results will override the original results and be final.

**Student Support**

The lecturers and tutors will be able to assist the student regarding unit specific questions or assessment queries. In addition to this, there are a variety of other academic and non-academic support services available to assist students in their study ranging from how to analyse assignment questions, researching for background reading, structuring answers to rewriting skills and citing and referencing correctly. Please contact your Academic Support Officer in your campus or program for more details. There will also be workshops on library and study skills available throughout the trimester for all students. These workshops are extremely useful for study and they can help students obtain excellent academic outcomes.

**Assessment Grades**

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| --- | --- | --- | --- |
| **Code** | **Grade (Nomenclature)** | **Mark** | **Information** |
| HD | High Distinction | 80-100 | Outstanding comprehension and demonstration of Unit Learning Outcomes |
| D | Distinction | 70-79 | Excellent comprehension and demonstration of Unit Learning Outcomes |
| C | Credit | 60-69 | Sound comprehension and demonstration of Unit Learning Outcomes |
| P | Pass | 50-59 | Satisfactory comprehension and demonstration of Unit Learning Outcomes |
| PSA | Pass Supplementary Assessment | 50 | Awarded a Pass after successfully passing a supplementary assessment |
| N | Fail | Below 50% | Fails to achieve Satisfactory comprehension and demonstration of Unit Learning Outcomes |
| R | Resit | 45-49 | Interim grade pending result of supplementary assessment. Success in the supplementary assessment will result in a PSA. If resulting in unsuccessful result, N.  **IMPORTANT: Only students who have attempted all assessment tasks in the unit may be eligible for a supplementary assessment.** |
| ND | Deferred Result | - | Interim grade pending result of a deferred exam |
| DNS | Did Not Sit Exam | 0-60 | Completed some assessments of the unit but did not attempt final exam |
| DNA | Did Not Attempt Unit | 0 | Enrolled in unit, did not withdraw but did not attempt any unit assessments |
| Q | Did Not Make Terms | 0-100 | Failed unit for any other reason |
| W | Withheld Result | - | Results withheld for non-payment of fees, outstanding library books other administrative reasons |
| CT | Credit Transfer | - | Unit previously completed at another Higher Education Provider and deemed equivalent |
| RPL | Recognition of Prior Learning | - | Awarding of credit for unit other than Credit Transfer, i.e. completion of lower AQF level course and subsequent credit exemptions |

Version Control

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| --- | --- |
| **Version** | *1, 20201222* |
| **Study Period** | Trimester 1-2021 |
| **Reviewer** | *Tertiary Program Manager & Director of Curriculum*  Note to Educator/Trainer: The layout and structure of this document must not be changed. Any changes you make to the contents must be reported to the Head of Discipline before each study period. These changes will be recorded. |
| **Date of Review** | 01.02.2021 |

# Document Change and Review log

# Provide details of changes made to the document and the rationale for the changes, including student feedback, continuous improvement, or as part of quality assurance review

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| --- | --- | --- | --- |
| ***Date*** | ***Version*** | ***By*** | ***Notes*** |
| 01.02.2021 | *1, 20201222* | KS | Update to APA 7 referencing  Update to all references to assessments/marking to be directed to Tutors |
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