

## ASSESSMENT GUIDELINES

*Assessment Guidelines* is a document that covers the process of assessment for the subjects, either workshops or courses, which are scheduled at the Institute for Emotionally Focused Therapy. Students must read and understand the *Institute for Emotionally Focused Therapy Student Handbook*, detailing the procedures regarding academic assessment and progression, appeals, and general student rules.

### 1. Assignments

It is a requirement of the Tertiary Education Quality and Standards Agency Act 2011 that there are assignments to be completed for the postgraduate program. Assignments are designed to facilitate the adult education learning process for each subject conducted at the Institute for Emotionally Focused Therapy. Assignments are generally formal, written, set pieces of work. In subjects where there is a workshop format, there is one set written piece. Subjects in course format have generally four set pieces of work.

### 2. Completion of Assignments

Students can attend subjects (courses or workshops) as a postgraduate candidate for the Graduate Certificate and Graduate Diploma, or for their own professional development.

Students who are candidates for the Postgraduate Certificate and Postgraduate Diploma are required to complete the assignment(s) designated for each subject as a requirement for successful completion and progression. Where students decide not to complete the assignments in elective subjects, they will receive an “Attend only” statement against this subject, which cannot be part of their candidature.

Students who are completing subjects (courses and workshops) for their own professional development, have two options. Firstly, by attending and participating in the due processes of these subjects, they will be given a letter of attendance. If students who are attending for their own professional development would like to complete the assignments, they will receive a certificate of completion. Students who have attended subjects (courses and workshops) at the Institute, and at a later date choose to become a candidate for the Postgraduate Certificate or Diploma, can apply for advanced standing.

#### i) *Time-frame for assignments*

There will be four weeks to complete the assignment for workshops. With courses, the assignments are due every two weeks.

#### ii) *What happens if I do not submit a specified assignment?*

If you do not submit all the specified assignment items for each subject, you will not be given a certificate of completion for that subject. Further, candidates for the Postgraduate Certificate or Diploma will not be able to progress to other subjects, without satisfactory completion. Where the subject may be an elective and non-compulsory subject, a student can attend the subject and not complete the assignment. In this instance, a student will not receive a “Pass” and will not be able to use that subject as part of the subjects required for successful completion of the postgraduate program.

#### iii) *What if I cannot submit an assignment on time?*

You have the responsibility to ensure that your assignments are submitted by the specified time, at the designated place. If you cannot submit an assignment on time, because of illness or other circumstances beyond your control, then you must apply for

an extension of time. Applications can be made for a two-week extension where a medical certificate is supplied or a statutory declaration for work, relationship or emotional issues.

iii) *What do I do if I cannot submit the assignment after the two-week extension?*

If an extension for two weeks is granted, and a student is unable to complete the assignment, the student is required to immediately contact the trainer. In exceptional circumstances (such as bereavement), students are required to submit an application in writing for a further extension. If the application is successful, the assignments must be presented by a date given for the end of semester. A late marking fee of \$100 will be charged.

iv) *What happens if I am unable to complete an assignment by the second extension?*

If a second extension is granted and the assignment is unable to be completed, it is important that you contact the trainer to discuss what needs to happen.

- In the event of an assignment not being submitted, a student is required to apply for the subject again, specifying that they are intending to complete the assignment only. A marking fee of \$100 will be charged.
- Where a student has not completed the assignment within two years or one repeat of the subject, they will be required to attend the subject again.
- Students will not be able to progress their candidature if they have not completed assignments within the time limit described or where they have more than two outstanding assignments for compulsory or core subjects.

v) *How should I submit written assignments?*

Each assignment will specify the due date for its submission. Written assignments must be submitted in both an electronic and hard copy. Assignments will not be accepted by fax. Students need to keep proof of post date and will receive an email to confirm its arrival at the Institute. The electronic copy is only used for plagiarism audits and will not be used for marking.

It is a requirement that you keep a copy of your assignment. In the event that an assignment is lost or mislaid, students may be asked to re-submit the assignment.

Students should also note that it is in their best interest to retain all marked assessment items, in the event of any possible dispute about their candidature.

vi) *How will my assignments be returned to me?*

The assignments will be returned to you by post, as soon as they are marked. For assignments that are submitted late, there may be some delay in marking, due to other commitments of the Institute academic staff. However, they will be marked as soon as practicable, and returned by post.

### 3. Guidelines to Assignment Format

Assignments for subjects, courses and workshops, are provided with set questions for reflection and answer. There is instruction in the assignment as to what is required of the student.

#### 3.1 Cover Page

Accompanying each assignment is a cover page. Firstly, it is a page that the student presents as a cover for their piece of written work. Secondly, it acts as a guide for the student as to what the marker requires in the assignment format. On one side of the front cover is the list of areas that will be assessed in the assignment. For example,

1. Sequence - *demonstrated understanding by illustration*
2. Discussion around sequence- *demonstrated understanding through discussion*
3. Interactional Pattern - *demonstrated understanding by illustration*

In addition, there are some areas that will be assessed, such as creativity of the task, personal and professional reflections, spelling and grammatical style, and referencing. For example:

1. Spelling/Grammar/Structure – *appropriate use of grammar; spelling*
2. Use of Referenced Material– *used reading & other references in assignment*
3. Reference List – *listed references at end of assignment*

### **3.2 Layout**

The most important thing for a reader is the ease of reading. This means finding a layout style that makes it easy for a reader to become involved in the content of your article - which is where you want them to be. Some useful tips in this area are:

- Finding a clear type (eg, A4 paper, size 12 text in Times or Helvetica); 1.5 spacing; setting margins; deciding whether the alignment of the margins for your article will be left-aligned or justified.
- It is important in your layout that you have checked your work for spelling and grammatical errors. It certainly can get frustrating for a reader if there are misspelt words (eg, “Emotionally Focused Therapy” only has one ‘s’, as compared to two).
- To add information about a topic, it is often helpful to use a footnote process. Here, you are giving added information that sets the context without pushing out the length of your article. You may use endnotes (at the end of the article) or footnotes (at the bottom of the page for ease of reading). Footnotes can be used to explain material in the text, or to direct a reader to additional material other than that cited in the text.
- Please include a word count of your assignment at the end of your assignment. Word counts do not include references, endnotes, or footnotes.

## **4. Academic Malpractice**

Copying, plagiarism and cheating are serious offences. While discussion of assignment material and sharing ideas is acceptable and welcome, the work that is submitted for assessment purposes must be the work of that student alone. If there is any evidence of academic malpractice, the circumstance will be referred to the Faculty Committee for investigation. Disciplinary action may be taken against a student engaging in academic malpractice; and exclusion from the Institute is a possible form of action. Plagiarism audits are to be conducted by the Institute upon submission of your documents.

## **5. Components of Assessment**

Assessment refers to the ongoing assessment for each subject as well as the final assessment tasks for the completion of the postgraduate programs. Assessment comes in two formats for subjects, either course or workshop, as follows:

### **5.1 Informal Assessment**

#### *(i) Class Participation*

- Attendance: Students are required to attend classes to complete part of the informal assessment. For subjects in workshop format, students are required to attend the whole workshop. For subjects in course format, students may miss 1 session class attendance, due to health or other circumstances, without penalty. Any other missed attendances need to be discussed with the trainer and presented to the Faculty Committee.
- Class activity: Part of this assessment comprises appropriate forms of activity by the student, within the class. This means that the student will participate in

preparing for the class, reading the designated materials, being involved in discussion and small-group activity.

(ii) *Skills Assessment*

- Participation: active involvement in skills practice: Students are required to be involved in skills practice in all subjects. In some subjects, students are required to record their work, and to review this between sessions.

Students are required to complete learning & evaluation sheets when attending courses. The learning & evaluation forms are your written reflections on both the input sessions and the skills practice.

## 5.2 Formal Assessment

(i) *Assignments*

In each subject, in course or workshop format, students are required to complete formal assignments. For each subject, the details of these assignments will be provided with adequate time for completion.

The Institute is bound by the Tertiary Education Quality and Standards Agency Act 2011 to provide a marking system for your work. As with all our assignments, the Institute seeks your subjective experience and comments. We prefer to hear about your process, your reactions and your reflection, in other words engaging and/or critiquing with the articles/texts from your personal and professional experiences. We are not wanting you to summarise material and present that back to us in an objective manner. However we note that even using the process of subjective experience, there still needs to be referencing to the materials, eg, skills practice, input sessions, manual, recommended articles/texts, and other written materials that are relevant.

The marking system is transparent. Firstly you will be given an assignment cover sheet. On the cover sheet will be a feedback section and then a grading section. The feedback section is divided into 6 parts: absent, unsatisfactory, adequate, good, very good and excellent. This will act as a guide to your progress and how you performed on each subsection. The grading will be your mark as a result of completing the whole assignment as follows:

- Absent (score 0): the question or part of the questions has not been answered or is missing.
- Unsatisfactory (score <50%): the assignment is at an unsatisfactory level of achievement. The assignment did not meet the requirements at an acceptable level and did not adequately address the assignment instructions. The assignment could be incoherent or incomprehensible, superficial or an overly brief attempt.
- Pass (score 50-64%): a satisfactory level of achievement in relation to the set task. The assignment is at an adequate level of completeness (address most of the assignment instructions), presentation (organised and readable), and the information presented is relevant to the set task. The information is presented in a coherent and comprehensible manner. The assignment does not contain gross errors or make crucial omissions. Writing may contain grammatical, syntactical or spelling errors that require attention.
- Credit (score 65-74%): a good level of quality demonstrating all of the above areas, as well as additional detail to supplement and support your work.

Hypotheses, arguments and conclusion are presented clearly in an integrated manner. Writing style is very good but may contain some minor errors.

- Distinction (score 75-84%): a high level of quality demonstrating all of the above areas as well as exemplary details in all areas. Critical analysis and synthesis of information (eg. theory, research, test information, client history/background information – where applicable). Arguments are very coherent and well-developed.
- High Distinction (score 85-100%): an outstanding level of quality demonstrating all of the above areas as well as an outstanding level of critical analysis and synthesis of alternative explanations, leading to the development of new insights in conclusions. Evidence of advanced independent reading/research. The information is presented in a very coherent manner, very tightly argued and structured. Superior academic writing and presentation.

(ii) *Final Assignments*

Students for the Postgraduate Certificate and Diploma are required to complete Final Assignments:

For the Graduate Certificate in Emotionally Focused Counselling, students are required to complete a case study with an accompanying audio or video recording of clinical material.

For the Graduate Diploma of Emotionally Focused Therapy, students are required to complete **two** pieces of formal work. Students are required to write an article, and also complete a clinical case study, with accompanying audio or video recording of their clinical work. Guidelines for these pieces of work are available at the Institute.

(iii) *Supervision Case Log*

Students for candidature in the Graduate Certificate and Graduate Diploma are required to complete a number of supervision hours for satisfactory completion of the Postgraduate Programs. Forms regarding this supervision, as well as guidelines for completing supervision, are available in your postgraduate information pack.

## 6. **Plagiarism**

Plagiarism occurs when a writer uses other people's ideas, words, phrases, and paragraphs without directly referencing them. When a writer paraphrases, or puts another writer's words or opinions in their own words, this must be referenced. It is generally accepted that we reference the original writer and the original works. However, there are circumstances where you have a reference from a book, article or manual, and you are unable to find the original source. Here you need to reference it to the secondary source, eg, if you have found Smith's quote in Brown's book, the reference would be, (Smith, 1999 cited in Brown, 2003, p.23).

When you are directly using words or phrases, the shorthand way of doing it is as follows: When you are using a word or phrase in the body of your writing, it is important that you use inverted commas around the words or phrases. Where you are using a sentence or paragraph, it is important, then, to identify this, using italics. The sentence or paragraph can be in the body of your own paragraph, or it can be indented to indicate that it is from another work. Both ways require specific referencing.

Plagiarism audits are to be conducted by the Institute upon submission of your documents.

## 7. Referencing

A reference list is the list of books, journal articles, and other items that you have referred to in the writing of your assignment. A reference is material that you have used directly in the assignment. In subject and workshop assignments you need to use the set manual and text references in your assignment. You will earn extra marks when you reference to other EFT as well as other therapeutic texts. You must reference in a consistent manner using APA format. General referencing guidelines are as follows:

### **Book:**

Author, Initial. (Date). *Name of book*. City: Publisher.

For example:

Greenberg, L. S., & Johnson, S. M. (1988). *Emotionally Focused Therapy for Couples*. New York: Guilford Press.

### **A chapter from an edited book:**

Author, Initial. (Date). Title of Chapter. In Initial. Author (Date). *Title*. Chapter number, page number(s), City: Publisher.

For example:

Horton, J. A. (1998). Further Research on the Patients' Experiences of Touch. In E. W. L. Smith, P. R. Clance & S. Imes (Eds.), (1998). *Touch in Psychotherapy: Theory, Research and Practice*. Ch. 9, pp.127-141. New York: Guilford Press.

### **Journal:**

Author, Initial. (Date). Title of article. *Title of Journal, Volume (Issue)*, page numbers.

For example:

Webster, M. (1998). Blue Suede Shoes. *Australian and New Zealand Journal of Family Therapy, 19(4)*, 184-189.

## **REFERENCES**

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