

Perth Bible College



Student Handbook 2023

Perth Bible College Campus



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INTRODUCTION

WELCOME

The Board of Management, Acting Principal, Dean of Academics and Research, Staff, Lecturers and Student Council warmly welcome all incoming students to Perth Bible College. In setting aside significant time for Bible study and training for Christian ministry you have a tremendous opportunity and we pray that the Lord will richly bless each one of you during your studies.

We want you to get the very best from your time at college and so feel it necessary to draw to your attention a number of matters which will help you attain this and at the same time help in the smooth running of the college.

We believe that you are here because the Lord laid it on your heart to set aside this time for study and preparation for the future, whether that be here in Australia or overseas – to become “thinking servants”.

At PBC we exist to train people for “thinking service” in all we do being committed to:

**THINK deeply about Christ,
His Word, and the world,
and to SERVE Him with
integrity, courage, conviction, and love.**

For those studying and living on campus you will also have the opportunity to learn to live with and for others. This may well be one of the greatest benefits you derive from being in residence here.

ESSENTIALS

It is important to have our priorities right. Even at Bible College we must discipline our lives before God and ensure our personal relationship with Him grows on a daily basis. Pray that God will give you a love for His Word, a continually growing desire to know its message; that it might be effective in your own personal life and experience. Pray also that your study will lead to personal growth; pray for guidance and for Christian service.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to help you make a smooth transition into college life and gain the best from your time at college. Please take the time to familiarise yourself with the Handbook and make a point of consulting it before making an appointment with a staff member if you have a matter to discuss.

Important information: This handbook is provided as an easily accessible guide for students, but please keep in mind that PBC Policies and Procedures provide the governing structures for PBC. In addition, students studying a course accredited through ACCS also are to refer to ACCS’s policies and procedures. These are available via the PBC website <https://www.pbc.wa.edu.au/student-portal/policies-and-procedures/> and the ACCS website (for domestic ACCS students, <https://www.ccs.edu.au/accs-policies/>; for overseas ACCS students, <https://www.ccs.edu.au/accs-policies-and-procedures-for-international-students/>). All information is correct at the time of publishing (Feb 2023). As part of PBC’s Quality Assurance Framework and culture of continuous improvement, policies and procedures undergo routine review and updates may be communicated throughout the trimester if required. Therefore, please consult the PBC webpage for the most up to date version of policies & procedures.

HISTORY

In 1928 the Lord placed a burden on the heart of Rev. Carment Urquhart to start a Bible Institute in Perth. As he was concluding his pastorate at the Maylands Baptist Church, and as other Christians confirmed his exercise to be from the Lord, on 2nd July 1928, he took a bold step of faith and launched what is today the **PERTH BIBLE COLLEGE**.

On that day he assembled a company of intending students and well-wishers in a large, rented room in Mount Lawley and delivered the first lecture. The Perth Bible Institute continued with evening classes during 1928, 1929 and 1930, with the full-time course commencing on 17th March 1931.

PBC has had several 'homes' over the years. It was started in rented properties around Mount Lawley, and then moved into buildings on its own land in Joondanna in September 1934. From 4th February 1951 until the end of June 1986 the College was located at 35 Glenroyd Street, Mount Lawley, and since then has been at the Karrinyup Campus.

PERTH BIBLE COLLEGE - STATEMENT OF FAITH

All Staff and Faculty agree to the following Statement of Faith:

1. One God, eternally existent in three persons, Father, Son, and Holy Spirit.
2. Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work, and His Personal return in power and glory.
3. The salvation of lost and sinful humanity through the shed blood of the Lord Jesus Christ by faith, apart from works, and regeneration by the Holy Spirit.
4. The Holy Spirit, by whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ.
5. The Unity of the Spirit of all true believers, the Church, the Body of Christ.
6. The Resurrection of both the saved and the lost; those who are saved to the resurrection of life; those who are lost to the resurrection of damnation.
7. The Holy Scriptures as originally given by God, divinely inspired, infallible, entirely trustworthy and the supreme authority in all matters of faith and conduct.

WHO WE ARE

We are Evangelical

We believe in the urgent need to reach our broken world with the gospel of Jesus Christ and to train men and women to be effective servants for God.

We are Interdenominational

We teach people to think through issues by providing foundational knowledge, tools and skills so that they can approach practical ministry with a well-developed framework for leading various forms of ministry in any context or tradition.

We are Ministry Oriented

Our studies contain a high academic level of education, and we are committed to maintaining this high standard as an important foundation for practical ministry. However, all our studies will also have a “How does this apply to my Christian, church and world situation?” focus as well as containing the practical skills necessary to be effective in ministry.

We are Servants of God’s Word

We understand that as humans we need to adopt a posture of humility before the final authority of the revelation of God. We allow God’s Word to confront us constantly, placing our ideas and practices before Him to be shaped and moulded for his glory.

We are Communication Focused

The effectiveness of ministry will depend not only on the knowledge of the message but on how the message is communicated in a relevant and clear way. All of our studies incorporate the need to be able to communicate well that which is being learned.

We are Community Centred

We believe that community is a primary means for personal transformation as well as foundational for healthy church ministry. To facilitate this, part of our training includes students experiencing and being part of a transforming community at college.

We are Kingdom Trainers

Rather than only training the individual, we desire to give students tools so they can develop others as well as themselves. Each graduate should not only be able to effectively impact the world in which they minister, but train others also to impact their world for Christ.

BOARD OF MANAGEMENT

Perth Bible College Inc. is an independent, interdenominational, evangelical, biblical, and missionary incorporated association which is governed by a board which consists of Christians from various denominations who share the vision of the work of Perth Bible College. Current board members are:

CHAIRMAN	Prof Marius Olivier
SECRETARY	Mr Steve Poisat
BOARD MEMBERS	Mr John Hoggett
	Mr Bruce Liu
	Mr Bien Raneses
	Ms Diane Speed
	Mrs Yodit Gilliam
	Dr Andre van Oudtshoorn

FULL-TIME FACULTY & STAFF

PRINCIPAL	Mr Steve Poisat
DEAN OF ACADEMICS	Dr Andre van Oudtshoorn
DEAN OF UNDERGRADUATE STUDIES	Dr Steve Young
DEAN OF GRADUATE STUDIES	Dr Stefano Salemi
DEAN OF STUDENTS	Mrs Becky Shaw
COLLEGE ADMINISTRATOR	Mrs Kari Minetto
RECEPTIONIST	Mrs Debbie Allbury
IT MANAGER	Mr Nick van Oudtshoorn
LIBRARIAN	Mrs Judy Smith
OFFICE ASSISTANT	Mrs Sarah Park
CARETAKER	Mr Paul Martin

ACADEMIC COUNCIL

The Academic Council is an independent body which oversees the academic quality, standards, and policies of the college. The current members of the council are:

CHAIRMAN	Prof Marius Olivier
COUNCIL MEMBERS	Rev. Dr David Cohen
	Dr Andre van Oudtshoorn
	Dr Jennifer Turner
	Dr Toby Metcalf
	Dr Ian Simms

STUDENT COUNCIL

The Student Council is responsible to the Dean of Students for the conduct of student affairs, including ACCS students. The Student Council is responsible for the organisation and control of all "purely student" matters.

The Student Council is a group of about 4-6 students who are chosen by the students to represent the student body in interests and concerns. They act as a liaison from the students to the staff and in this sense the Student Council is open for ideas from the students to be heard and considered.

The members of the Student Council are people who can be approached about any matters, whether within the college or personal. They have been elected to be part of the Student Council due to the trust and confidence that their fellow peers have in them as brothers and sisters in the Lord.

The Student Council organises and coordinates particular events where the students can come together and enjoy doing something different. Some of these events include the op-shop ball, movie nights and other activities. They are also responsible for the upkeep and upgrading of the equipment in the common room which is designed specifically for student enjoyment and use.

The Student Council is funded by a voluntary contribution of \$50 for full-time students and \$30 for part-time students per trimester. This contribution enables the Student Council to provide the services that it does at a minimal cost to the student.

GENERAL INFORMATION

CLASSES

Lecture times shown are the actual starting and finishing times of the lecture. Students are expected to be seated ready to start at the indicated commencement time.

STANDARD TEXT

Perth Bible College uses the New International Version of the Bible (NIV) as the standard text.

ACADEMIC RESULTS

At the end of each trimester, each student will receive a Statement of Academic Record showing results obtained. Results are usually distributed two weeks after the end of the trimester. Students with outstanding financial obligations will be notified of such and be required to clear such obligations prior to receiving official notifications of their results.

PRESENTATION OF AWARDS

Students gaining awards will be publicly recognised at the PBC graduation where the official award certificate will be presented. The graduation ceremony normally takes place each April. Students can obtain a notification of successful completion prior to graduation if required. Any student with an outstanding financial obligation will not be issued official results or an award certificate until all obligations are cleared. They may still participate in the graduation service and should discuss details with the college office.

CENSUS DATES

Each unit undertaken at PBC is required to have a Census date. This date is the date beyond which enrolments in a course are considered finalised and students are therefore financially responsible for all tuition fees and will receive a grade for all units in which they are enrolled after this date. The Census dates for each 2023 trimester is as follows:

Trimester 1: Census date is 3 March 2023 – End of Lecture Week 4.

Trimester 2: Census date is 16 June 2023 – End of Lecture Week 4.

Trimester 3: Census date is 29 September 2023 – End of Lecture Week 4.

Summer Term: Census date is 2 January 2024.

PBC - ACADEMIC CALENDAR 2023

Monday

30-Jan-23 TRIMESTER ONE

6-Feb-23 Week 1 Orientation: Mon 6th Feb

13-Feb-23 Week 2

20-Feb-23 Week 3

27-Feb-23 Week 4 Census Date Fri 3rd March

6-Mar-23 Week 5 Labour Day 6th March

13-Mar-23 Week 6

20-Mar-23 Week 7

27-Mar-23 Week 8

3-Apr-23 Week 9 Good Friday 7th April

10-Apr-23 Trimester Break Easter Monday 10th April

17-Apr-23 Trimester Break

24-Apr-23 Week 10 ANZAC Day Tuesday 25th April

1-May-23 Week 11 Graduation: Thur 4th May

8-May-23 Week 12

15-May-23 TRIMESTER TWO

22-May-23 Week 1 Orientation: Mon 22nd May

29-May-23 Week 2

5-Jun-23 Week 3 WA Day, Monday 5th June

12-Jun-23 Week 4 Census Date Fri 16th June

19-Jun-23 Week 5

26-Jun-23 Week 6

3-Jul-23 Trimester Break

10-Jul-23 Trimester Break

17-Jul-23 Week 7

24-Jul-23 Week 8

31-Jul-23 Week 9

7-Aug-23 Week 10

14-Aug-23 Week 11

21-Aug-23 Week 12

28-Aug-23 TRIMESTER THREE

4-Sep-23 Week 1 Orientation: Mon 4th Sept

11-Sep-23 Week 2

18-Sep-23 Week 3

25-Sep-23 Trimester Break Census Date Fri 29th Sept

2-Oct-23 Trimester Break Queens Bday Mon 25th Sept

9-Oct-23 Week 4

16-Oct-23 Week 5

23-Oct-23 Week 6

30-Oct-23 Week 7

6-Nov-23 Week 8

13-Nov-23 Week 9

20-Nov-23 Week 10

27-Nov-23 Week 11

4-Dec-23 Week 12 EoY Dinner (Thur 7th-Dec)

11-Dec-23 EOY Break

18-Dec-23 EOY Break

25-Dec-23 EOY Break College Shut Down Week

1-Jan-24 EOY Break

8-Jan-24 EOY Break

15-Jan-24 EOY Break

22-Jan-24 EOY Break

29-Jan-24 EOY Break TRIMESTER ONE 2024

5-Feb-24 Week 1

12-Feb-24 Week 2

19-Feb-24 Week 3

SUMMER SEMESTER

18-Dec-23

25-Dec-23

1-Jan-24

8-Jan-24

15-Jan-24

22-Jan-24

29-Jan-24

5-Feb-24

ADMINISTRATION

OFFICE HOURS

The general administration office is open as follows:

Monday to Friday:	8.30am – 4.30pm
Saturday and Sunday:	Closed

The office will be closed for two weeks during the Christmas/New Year period. Details of exact closure dates will be posted each year.

APPOINTMENTS WITH STAFF

Staff are available to discuss matters related to college life and courses of study with you. You should make an appointment with the office if you have a matter to discuss.

OFFICE SERVICES

PAPER, PRINTING, PHOTOCOPYING AND SCANNING

Paper can be purchased from the office for **\$2 per 100 pages**. A photocopier is located in the library and copies are at a cost of **10 cents per copy**. 10 cent pieces are available from the office. Two printers are provided in the library for the use of student printing. Colour printing is available from the college office for **\$1 per page**. Scanning costs \$1 per page.

MAIL

Incoming Mail for residential students is placed in the pigeon-holes located in the foyer. We ask **non-residential students** to avoid having any mail sent here.

TELEPHONES

The college cannot accept telephone calls for students except in case of dire emergency. Residential students are responsible to arrange their own phone service.

STUDENT I.D. CARDS

PBC student I.D. cards are issued after the completion of a library orientation. All students are required to have a student I.D. card for borrowing from the library. This card may also enable student discounts where available. (e.g., Koorong, Word bookstores, movie theatres, etc). Please note that your PBC student card **does not** enable you to travel at student-concession rates on Transperth service (see the next section for more details on concession travel).

TRAVEL

Full-time students are eligible to obtain a Transperth student card which provides student-concession rates for Transperth services. To obtain a Transperth student card, download the form from the Transperth website and provide the completed form to the office to be verified.

INTERNET SERVICES

College internet services and student emails are available for Perth Bible College students.

STUDENT RIGHTS AND RESPONSIBILITIES

PHONES/NOTEBOOK COMPUTERS/AUDIO DEVICES

Mobile phones **must be switched off** and not used for any purpose during official college activities including all classes, devotions, group times, etc. Personal notebook computers are admitted in the class but must only be used for note taking.

Students using computers or mobile phones in an unauthorised manner will be excused from the lecture forum. Audio recordings may only be taken with the permission of the unit lecturer and must be used for personal study only. This would permit a student to share the file with other members of the class but they must not distribute the recording beyond those enrolled in the class or upload the audio to the Internet.

PERSONAL AND SPIRITUAL REQUIREMENTS

1. Confess their faith in Christ in accordance with the PBC Statement of Faith.
2. Be involved regularly in a local church.
3. Express a desire to be involved in Christian ministry.
4. Have a capacity for studying in a tertiary institution.
5. Agree to abide by PBC policies, procedures, and Student Code of Conduct.

TOLERANCE

Because Perth Bible College is inter-denominational, students and staff need to be tolerant and understanding of the denominational doctrinal distinctives, policies and practices of all students. We should all seek to edify others and not pull them down. (1 Cor 8:1, "Knowledge puffs up, but love builds up.")

EQUAL OPPORTUNITY & HARASSMENT

Perth Bible College does not discriminate in the admission and access to its programmes and activities on the basis of handicap, age, sex, race, colour, national or ethnic origin. Perth Bible College does not discriminate on the basis of gender but affords equal opportunities for both men and women in service, employment, training, leadership, and teaching.

STUDENT SUPPORT SERVICES

ORIENTATION DAY

The Orientation Day activities help new students to meet staff and returning students, and to settle into college life. ACCS students are made aware that they are governed by ACCS policies and procedures while studying on the PBC campus. New students are guided through all aspects of academic and campus life on Orientation Day, when they receive a library orientation tour, an IT, Zotero and PBC Online support tour, the *Student Handbook*, a *Getting Started Guide for New Students*, and The *Big Book of Answers* containing IT support, Library, and PBC Online instructions for accessing course information and submitting assignments. Students are guided through accessing the Student Portal, which makes the several support services and systems readily available to them.

Additionally, during Orientation Day all students are made aware of:

- The designated first-contact for overseas students being Becky Shaw (Admissions Officer).
- The designated contact for all students who need academic support being Dr Jenny Cox (Study Ready Tutor).
- If students need to discuss academic concerns, they may do so with Dr Andre van Oudtshoorn (Principal) as regularly as required and that referral to third-party services is an option.
- The principles of free intellectual inquiry in a theological context with reference to PBC's Academic Freedom Policy on PBC's website.
- ACCS information being available for ACCS overseas students from <https://www.ccs.edu.au/international-students/>.
- Contact details for Dr Leonard Smith, Principal and Chief Executive Officer, Australian College of Christian Studies, Tel: 0408 967 720.
- Explaining the relationship between ACCS and PBC.
- Referring ACCS students to the ACCS website for access to the ACCS Handbook, policies and procedure.
- The different options available for pastoral care when required.
- Highlighting sexual assault and prevention procedures, with reference to the section in the Student Handbook and website, and relevant policies and procedures.
- Highlighting the complaints and appeals process and the Ombudsman in Perth, with reference to the section in the Student Handbook, relevant policies and procedures, and the website.
- Highlighting how to access a GP and hospital services, with reference to the section in the Student Handbook and website.
- Emphasising the necessity of keeping PBC Online login details for the exclusive use of the enrolled student and penalties applicable for sharing these with any other person.
- The campus is within walking distance from the Karrinyup shopping centre and bus stops; therefore, it is possible for students to get around Perth without the need for a car.
- Outlining academic integrity, including advice about what constitutes plagiarism, cheating and contract cheating; and warning of the severe penalties attached, with reference to the section in the Student Handbook and relevant policies and procedures.

At the end of Orientation Day overseas students are spoken to separately by Mrs Becky Shaw (Admissions Officer) to recap the following:

- The designated contact staff for overseas students for all pastoral care matters is Mrs Becky Shaw (Admissions Officer).

- Reflecting on the aspects of orientation covered earlier in the day and addressing any additional questions.
- Adding the number for local police and PBC emergency contact numbers to students' phone contacts.

PASTORAL CARE

As part of our commitment to train, equip and form people for effective Christian ministry, PBC is committed to pastorally caring for the students studying at the College. The designated first contact for all pastoral care matters is Kari Minetto (College Administrator), who will refer matters appropriately.

Pastoral care within the college environment is provided via:

1. Weekly devotions
2. One on one sessions as requested by students
3. One on one sessions as requested with the Dean of Counselling & Pastoral Care
4. One on one sessions as requested by faculty advisors
5. One on one sessions as required as part of a unit of study
6. One on one sessions as required as part of PBC's Personal and Ministry Formation monitoring

PBC also recognises that an important source for the pastoral care of students belongs to the local church and that we are called to operate in partnership with the local church. As part of this partnership, PBC requires each student to nominate a local church and a leader in this church who will be responsible for their pastoral care in their church setting.

As personal issues in the lives of students may not only affect their studies at PBC, but also their ministry in the local church, PBC must retain the right, where deemed appropriate, to share the communication of students with the student's nominated local church leader, or other faculty members at PBC.

If it is deemed that the communication of the student is required to be shared with either other faculty or the student's nominated local church leader, the student will be informed by PBC that this will be the case prior to any notification of the third party.

Students wishing to be counselled on a professional and confidential basis may ask to be referred by PBC to a Christian counselling service.

Students needing to be counselled on a professional and confidential basis will be referred by PBC to a Christian counselling service.

ACADEMIC SUPPORT

PBC is committed to assisting students to successfully complete the units in which they enrol. Students needing additional academic support are often identified during the enrollment process. They may be enrolled provisionally; in which case they need to enrol in CE504 Study Ready.

This unit is also recommended to students who may benefit from it, even if they are not enrolled provisionally. This unit interacts with other first-year subjects to help students engage with those assessments. There is also a free, timetabled weekly Study Ready Tutoring session made available to all students who may be struggling with understanding how to approach researching for and writing assessments.

In addition, lecturers are readily available for appointments and students can contact them at any time for academic assistance.

Students who fail assessments are given the opportunity to resubmit them, having gained the benefit of written lecturer feedback. As outlined in the [Student Assessment Policy](#), students are also given the opportunity to re-sit an exam, if failing it has resulted in failure of the unit.

If a student is identified as “At Risk” (for PBC students, see [Student Course Progress Policy](#) and [Student Course Progress Procedure](#); for ACCS students, see [Progress, Completion and Attendance Policy and Procedure](#) and [Students at Academic Risk Policy and Procedure](#)) they may be required to access support, as advised by faculty, to assist in improving their results. This may include meeting with their faculty Growth Group advisor, attending a study group, accessing tutoring, etc.

ENGLISH LANGUAGE ASSISTANCE PROGRAMS

Students are strongly encouraged to make use of English Language Support Programs such as the free versions of ProWritingAid and/or Grammarly.

Each Friday during the trimester, Karrinyup Anglican Church - walking distance from the campus - offers free 3-hour long English tutoring sessions. These classes are suitable for anyone for whom English is an Additional Language (EAL) and who require support on a beginner, intermediate or advanced level. The focus during sessions is on improving speaking, listening, reading, and writing skills. Remember to bring \$4 for coffee. This group also organises social events and excursions for participants.

SPECIAL LEARNING NEEDS, MENTAL HEALTH & DISABILITY SERVICES

Perth Bible College strives to accommodate a variety of access needs for its students. Prospective students are invited to supply information on the *Application for Admission* form relating to any particular learning needs, disability, impairment, or long-term medical condition which may affect their studies. They are given the option to receive advice on support services, equipment and facilities which may assist them. The Dean of Students liaises with all other relevant third parties to ensure individualised care plans for academic and emotional support are implemented and maintained for those where special learning needs, mental health or specific physical health issues are identified. [The Student Support Policy](#) further outlines details on mental health support for PBC students. For ACCS students, please refer to the [Student Support Services Policy and Procedure](#), [Diversity and Equity Policy and Procedure](#), and the [Safe and Well Booklet](#).

Additionally, students can contact the *Mental Health Emergency Response Line* on 1300 555 788 (Perth metropolitan) or Disability Services via <https://www.blackswanhealth.com.au/>.

FINANCIAL ASSISTANCE

- All PBC's undergraduate courses qualify for Centrelink Youth Allowance & Austudy Assistance to help with living expenses for full-time students.
- FEE-HELP is a student loan scheme for which you may be eligible. To find out if you qualify visit: <http://studyassist.gov.au/sites/studyassist/help-payingmyfees/>.
- Although there are no full fee-paying scholarships available for beginning students, the college does offer work contracts for which all full-time students are eligible to apply. Work contracts enable students to subsidise their fees in exchange for performing certain cleaning, library, or maintenance duties around the campus.
- The Graham D. Michie Scholarship and the Overseas Student scholarship is awarded annually to continuing students.
- The Scarborough Christian Service Fund allows PBC to use interest earned on an investment loan to be distributed to deserving students to provide funds towards college fees.

SAFETY & SECURITY ON CAMPUS

College car parks are in close proximity to the main Administration area and lecture rooms and are clearly lit in the evening. Likewise, safety is ensured as residents live adjacent to car parks and are aware of disturbances.

The PBC campus includes several self-contained units, which are prioritised for student accommodation. They are also, however, let out to non-students when available. All tenants are made aware that life on campus is a privilege, and for students is to be seen as an integral part of their and their family's spiritual and ministry formation. In many ministry situations, community living is part of the work situation. All tenants are encouraged to treat College units as they would someone's private dwelling and respect the privacy of other residents. This includes not entering these units without the invitation of the residents.

Student units contain a lounge area for the relaxation and recreation of the students living in that unit. Single students are free to invite visitors of the same sex to their units and use the lounge area for entertaining provided that the other occupants of the unit are not inconvenienced, e.g. through loud talking during study times, etc. When a single student wishes to invite a person of the opposite sex to visit their unit, whether that person be part of a group or by themselves (e.g. their mother or father), the permission of the other members of the unit is required. A single student is not to be alone in the unit with another person of the opposite sex, nor is a person of the opposite sex to be in a student's bedroom.

Residential students require the prior approval of the College Administrator for a visitor (guest, friend or family member) to stay at the College over-night.

SAFETY & SECURITY ONLINE

All students sign the [Application to Use Electronic Resources Perth Bible College](#) before they commence their studies at PBC.

HEALTH & MEDICAL SERVICES

The following basic information was correct at the time of publication, but more up-to-date contact information should be accessed via the Internet:

Medical Centres:

1.3km from campus - St Luke Medical Centre, 1/57 Burroughs Road, Karrinyup, WA.

6.2km from campus - Stirling Lakes Medical Centre, 1/734 Karrinyup Road, WA.

7.2km from campus – Seacrest Medical Centre, 28 Seacrest Drive, Sorrento, WA.

Hospital Emergency Departments:

Depending on the level of urgency, to avoid long waiting times, check in real time how busy ED's are in comparison to one another: <http://www.health.wa.gov.au/emergencyactivity/edsv/index.cfm>

14.3km from campus – Kind Edward Memorial Hospital for Women, 374 Bagot Road, Subiaco, WA.

15.1km from campus – Royal Perth Hospital, 197 Wellington Street, Perth, WA.

17.3km from campus – Sir Charles Gairdner Hospital, Hospital Avenue, Nedlands, WA.

17.6km from campus – Perth Children's Hospital, 15 Hospital Avenue, Nedlands, WA.

22.5km from campus – Joondalup Health Campus Emergency Department, Corner of Grand Boulevard & Shenton Avenue, Joondalup, WA.

Phone & Online services:

Health and Wellness Services - <https://www.blackswanhealth.com.au/>

Health Direct Australia - a 24-hour health advice service by registered nurses - 1800 022 222 - www.healthdirect.org.au

24-hour Emergency Contacts – Crisis Care Helpline, Lifeline, Sexual Assault Resource Centre, etc. - 1800 199 008 or 9233 1111 or <http://www.entrypointperth.com.au/resources/24hr-emergency-contacts/>

CRITICAL INCIDENTS

In case of a critical incident PBC follows the policy and procedures outlined in [Critical Incident Management Policy](#) and [Critical Incident Management Procedure](#). After hours emergency assistance can be sought from the Dean of Counselling on 08 9243 2002, the PBC Principal on 08 9243 2003, the ACCS Principal on 0408 967 720 (all Bachelor of Counselling students), and/or the Property Manager on 08 9243 2004. For ACCS students, please refer to the [Critical Incident Policy and Procedures](#).

SEXUAL ASSAULT OR HARASSMENT SERVICES AND SUPPORT

Perth Bible College is a community-centred, faith-based higher education provider. We believe that community is a primary means for personal transformation as well as being foundational for healthy church ministry. To facilitate this, part of our training includes being part of a transforming community. PBC, therefore, believes that members of this community will feel safe and respected, thereby contributing to both preventing sexual assault and sexual harassment and dealing in a caring manner with incidents that may occur. The practices, policies and procedures that underwrite this belief are outlined in [the Sexual Assault and Sexual Harassment Policy](#) and its associated [procedure](#) and the form [Application to Use Electronic Resources Perth Bible College](#), signed by all students before they commence their studies at PBC. For ACCS students, please refer to the [Sexual Assault and Sexual Harassment Policy and Procedure](#).

After hours emergency assistance can be sought from the Dean of Counselling & Pastoral Care on 08 9243 2002, the Principal on 08 9243 2003, and/or the Property Manager on 08 9243 2004. Students can also gain access to the Sexual Assault Resource Centre (SARC) at <http://www.wnhs.health.wa.gov.au/> or on 1800 199 88 or 08 9340 1828 for free medical, forensic and supportive care, including a free counselling service and an Aboriginal Liaison Officer.

EMERGENCY SERVICES

EMERGENCY	000	For life threatening situations requiring police/ambulance/fire & rescue services
SES	13 25 00	State Emergency Services (SES)
POLICE ASSISTANCE	131 444	When police attendance is required
CRIME STOPPERS	1800 333 000	Report crimes anonymously
POLICE DIRECT	https://www.police.wa.gov.au/	Reports, applications, and payments
SEXUAL ASSAULT RESOURCE CENTRE	1800 199 888 08 9340 1828	For free medical, forensic, and supportive care to people who have been sexually assaulted or sexually abused in the past two weeks

LEGAL SERVICES

If you need access to external bodies for legal advice on any matter, please consult PBC's [Complaints, Appeals and Opportunities for Improvement Policy](#) and accompanying [procedure](#).

For other forms of legal advice contact please contact the WA police at <https://www.police.wa.gov.au/> or Legal Aid Western Australia at <https://www.legalaid.wa.gov.au/>.

COMPLAINTS & APPEALS

Perth Bible College implements the following policies and procedures for all internal complaints and appeals:

- [Admissions Policy](#) and [procedure](#)
- [Complaints, Appeals and Opportunities for Improvement Policy](#) and [procedure](#).
- [Enrolment – Domestic Students Policy](#) and [procedure](#)
- [Enrolment – Overseas Students Policy](#) and [procedure](#)
- [Student Transfer Policy – Overseas Students](#) and [procedure](#)
- [Academic Freedom Policy](#)

For ACCS students, please refer to the following policies and procedures:

- [Admission Policy](#)
- [Complaints and Appeals Policy](#)
- [Student Grievance Handling Policy](#)
- [Transfer of Provider Policy and Procedure](#)
- [Refund Policy](#)

IT SUPPORT

Phone the IT Support line on 08 9243 2028. During office hours, office staff will triage the problem. When necessary, IT staff will be called in to remediate any problems. During out of office hours, students can leave a voicemail message which will be emailed to IT staff to triage and respond to as appropriate.

PBC ONLINE

The College uses PBC Online as our Learning Management System for students to access their course and unit content, as well as study support. Students gain access to PBC Online via the PBC Student Portal using their student email address. PBC Online is the gateway to the HELP Course (extensive study support and PBC assignment completion expectations, PBC Online Key: HELPMEE!), all units offered by PBC, assignment submission options, and general information applicable to college life.

EMPLOYMENT RIGHTS & CONDITIONS – FAIR WORK OMBUDSMAN

You can access information on your employment rights and conditions in Australia, and how to resolve workplace issues through the Fair Work Ombudsman's website at <https://www.fairwork.gov.au/>.

CAREER EXPOSURE

During the course of study, students may be involved in ministry practicum. In ministry practicum, students are expected to be involved at a leadership level of ministry. This might include involvement with a co-ordination or leadership group for a ministry area, regularly leading a ministry area, planning and running an event, etc. These activities form a framework for the discussion of the student's spiritual development and service, as well as provide for a reference to future employers.

Ministry Forums are often held throughout the trimester and can consist of either a visiting missionary or ministry worker sharing their experience and about the ministry they are involved in, a panel discussion about varied areas of ministry, or a small devotion. These forums not only provide a broad overview of what God is doing in the world but also provide contacts from a range of areas that may offer employment opportunities.

Additionally, PBC is continuously seeking partnerships with external organisations to ensure industry relevance and provide avenues for graduate success.

STUDENT CODE OF CONDUCT

The Student Code of Conduct is available via PBC's website: [Student Code of Conduct](#)

Below is an extract, outlining the code of conduct expected from students at PBC:

1. CODE OF CONDUCT

- 1.1. PBC affirms that the New Testament injunctions establish a standard of conduct for the Christian community which may differ from those of the wider community (e.g., Rom 12:1-13; Gal 6:16-26; Phil 2:12-18; Col 2:20-3:17; Eph 4:17-5:5; 1 Peter 2:12). As PBC is part of the Christian Community, it is appropriate that the required code of conduct reflects the expectations of that community, as follows:
 - 1.1.1. **Respect:** all students should advocate and practice respect for all people;
 - 1.1.2. **Tolerance:** all students should demonstrate tolerance towards those who may hold differing opinions or positions. The *Student Handbook* also includes a section related to tolerance;
 - 1.1.3. **Honesty:** students should conduct themselves in such a way as to uphold their integrity. They should practice honesty in their dealings with all other parties;
 - 1.1.4. **Harassment:** at no time should a student engage in behaviour which is of a harassing nature. This can include but is not limited to sexual innuendo, bullying, joking at the expense of others, name calling or labelling. The *Student Handbook* also includes a section related to harassment;
 - 1.1.5. **Discrimination:** at no time should a student engage in activities which seek to separate and exclude students based on derogatory discrimination. Discrimination

can be appropriate in certain circumstances, where the discrimination is not intended in a derogatory manner towards those excluded (e.g. a male or female prayer group). If a student is uncertain, they should discuss the activity and the basis for exclusion with the Dean of Students. Students should seek to be as inclusive of all as possible. The *Student Handbook* also includes a section related to equal opportunity.

- 1.1.6. **Physical intimidation and violence:** students should not use physical intimidation or violence in their interactions with others. Students should not respond with physical intimidation or violence even if they believe they have been provoked by others;
- 1.1.7. **Drunkenness:** PBC recognises that alcohol consumption is a matter on which each student must make their own decision. However, drunkenness is not tolerated. Students who do decide to consume alcohol should do so in moderation and in a responsible manner. Alcohol is not permitted within the boundaries of the campus;
- 1.1.8. **Illicit drugs:** PBC does not tolerate the use of illicit drugs or the misuse of prescription drugs;
- 1.1.9. **Smoking:** PBC recognises that smoking is a matter on which each student must make their own decision. Smoking and vaping is not permitted within the boundaries of the campus.
- 1.1.10. **Sexual purity:** PBC affirms the New Testament injunction that sexual activity should be constrained within the covenant of marriage. Students should maintain their sexual purity in this regard. Outside of the covenant of marriage, students should seek to maintain relationships which respect PBC's definition of marriage, and seek to uphold the sexual purity of others;
- 1.1.11. **Pornography:** PBC does not tolerate the viewing or distribution of pornography. Using college facilities to view or distribute or create pornographic materials would be considered as a serious breach of this code of conduct;
- 1.1.12. **Use of PBC name and Logo:** the PBC name and logo should not be used by a student in any formal capacity without the permission of the College Principal. This may include but is not limited to advertising materials, creation of products (e.g., t-shirts, mugs), and formation of online groups. This does not restrict students from using the PBC name in expressing their opinions, in the case of free speech, but students must not give the impression they are representing the College without permission;
- 1.1.13. **Social networking websites:** students should apply the other areas of conduct in their use of social networking sites such as Facebook or Twitter; and
- 1.1.14. **Dress:** PBC students should seek to dress in a culturally appropriate manner which would not be construed as offensive (such as in t-shirt slogans/print) or overtly sexually provocative.

CHRISTIAN LIFE AND MINISTRY

Christian life and ministry are essential aspects of community life at Perth Bible College. We would like to help our students develop not only academically but also spiritually and with a heart for service. We therefore provide unique opportunities for you to extend yourself in practical ministry actions and service both in the college community and in your church.

The following opportunities exist:

COLLEGE COMMUNITY CONTRIBUTION OPPORTUNITIES

WEEKLY DEVOTIONS

All students are strongly encouraged to attend the weekly devotions, meeting together in a safe environment to develop and build relationships with staff and fellow students. Once your studies are completed, the relationships you have developed during your studies will provide a fantastic support network as you venture into ministry. The weekly devotions provide an opportunity for students to share together, pray together and fellowship together.

MINISTRY FORUMS

Ministry Forums are held periodically throughout the trimester. They consist of either a visiting missionary or ministry worker sharing with us from their experience and about the ministry they are involved in, or a panel discussion about varied areas of ministry. This enables us to capture a broad vision of what God is doing in His church here and around the world. These forums not only enhance vision but also provide contacts from a range of areas that may offer employment opportunities when you complete your studies.

COLLEGE EVENTS

During the year, the college conducts several events, including End of Year Dinner, Graduation and Commencement Ceremony, Open Day, and Seminars. Students are invited to carry out a duty to assist in the running and success of these events.

COMMUNITY DUTIES

Lunch is provided every Tuesday, Wednesday and Thursday free of charge to attending students. Each attending student is asked to assist in cleaning after lunch.

STUDENT COUNCIL

As mentioned previously, the Student Council offers an opportunity for students to get involved in life at the College, assisting staff in the organisation of events and organising student activities for the student cohort. Members of the Student Council are voted in each trimester.

LOCAL CHURCH CONTRIBUTION

All students should be committed to a local church for the period of study. Students will be requested to nominate a pastor for contact for pastoral care and who may provide feedback to PBC.

ATTENDANCE

Students are expected to attend their local church regularly.

PARTICIPATION

Students are encouraged to increase their participation in other events or ministries which operate at their local church during their time of study.

MINISTRY CONTRIBUTION

During a student's second year of study, they are encouraged to be involved in a regular ministry contribution. This might include small group leading, leading services, some preaching, leading, or teaching in children's or youth ministries, etc.

MINISTRY LEADERSHIP

During a student's course, they will be involved in practicum units. In Ministry Practicum, students are expected to be involved at a leadership level of ministry. This might include involvement with a co-ordination or leadership group for a ministry area, regularly leading a ministry area, planning, and running an event, etc. During Counselling Practicum, students gain valuable practical experience in counselling.

These activities will form a framework for us to discuss your spiritual development and service with you as well as provide a reference for future employers.

INTERNATIONAL MISSION TEAMS

International Mission Teams (IMT) is a mission initiative of Perth Bible College. PBC, since its inception, has had a heart for mission and ministry which continues to this day. The mission specialisation at PBC has more recently focused on developing graduates who are equipped to be trainers of others in cross cultural settings. IMT now forms a regular part of the practical outworking of this development. The vision of IMT is:

“to partner with, encourage, and build up under-resourced networks of Christian leaders across the world.”

The IMT work commenced in Cambodia in 2008, evolved to include Kenya, Sudan and Ethiopia, and finally, has shifted its focus to Greece.

IMT GREECE – Mission Experience

Every other year we take a team to Greece to give students an opportunity to experience a new country and culture and be involved in a range of cross-cultural ministry opportunities. Coordinated by Dr Anton Beukes, students work to provide assistance to refugees and gain a greater understanding of the New Testament via exposure to historical sites.

All students are invited to participate in this mission trip which takes place every other year during trimester two, usually in late June to early July. The cost for one unit is \$4,420 with students required to choose 2 units, which will be covered by FEE-HELP. The cost of flights is **not** included and cannot be placed on FEE-HELP.

FINANCIAL INFORMATION

PERTH BIBLE COLLEGE FEES AND CHARGES 2023

Effective From: 1/1/2023

Course	Per Unit	Per Year
● Diploma	\$2,420	\$19,360
● Advanced Diploma	\$2,420	\$19,360
● Bachelor	\$2,420	\$19,360
● Graduate Diploma	\$2,780	\$22,240
● Masters	\$2,780	\$22,240

Overseas Students Only

Trimester Enrolment Fee	\$250 each trimester
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Perth Bible College Audit/PD

Per Subject

Professional Development	\$500
Audit	\$300

Miscellaneous Fees

Overseas Application Fee	\$450
Student Amenities Fee Per Trimester:	
Full Time	\$50
Part Time	\$30
Transcript Fee:	
Pre 2005	\$60
Post 2005	\$30
Parchment Fee	\$60

Fees include library usage, three lunches each week, but do not include textbooks etc.

Work Contracts

Available for students who wish to participate in the college maintenance program. \$750 per trimester. Limited number of places available.

Discounts

The spouse of a full-time student receives a 50% discount on their course fees if studying for credit. The spouse of a full-time student can audit 2 subjects free and then will pay in full for extra audit units. Staff and their families receive a 50% discount off their fees.

Payment Methods

Fees can be paid in the following ways:

- In full at the beginning of each trimester.
- Deferring all fees via FEE-HELP
- Part upfront, part via FEE-HELP

Miscellaneous Fees and Textbooks must be paid for up front.

Refunds

Students withdrawing prior to census date (end of week four) will receive a full refund. Students who notify their withdrawal from a subject after census date will receive no refund. Please refer to the relevant refund policies and procedures.

FEE-HELP

ABOUT FEE-HELP

Perth Bible College is a registered Higher Education Provider. This enables our students who are Australian Citizens or who hold a Permanent Humanitarian Visa and are enrolled in any of our courses to take advantage of the FEE-HELP loan scheme.

FEE-HELP is an Australian Government loan scheme which assists eligible students to pay their college tuition fees. Students can decide whether to use FEE-HELP to cover all or part of their tuition fees. If a student chooses to access FEE-HELP, the Australian Government pays all or part of the student's tuition fee to the college on behalf of the student. Students begin to repay their FEE-HELP debt to the Australian Government once their income reaches a prescribed threshold. Please visit www.studyassist.gov.au for the most current information on:

- Income threshold level for compulsory repayment
- Lifetime loan limit
- Loan fee applicable to your course

Should you wish to access FEE-Help please see the office for a copy of the FEE-Help information for 2023 for full details.

USE OF COLLEGE FACILITIES

GENERAL FACILITIES

PBC provides a number of different facilities for students. Students are encouraged to treat the facilities with care and respect to allow a minimal requirement for maintenance and upkeep. We encourage residential students to take pride in their surroundings and maintain their units in a way that reflects excellence.

Students should take special care to ensure that all college buildings are kept clean and tidy and well maintained. Please do not nail or stick anything on any wall, either internal or external. In the units, hooks have been provided for posters, etc. in appropriate places.

Students are not to modify any college furniture, fittings, facilities, buildings, or gardens except by special prior approval. A maintenance fee is payable by all students as a deposit for their key and against the cost of repairing any damage other than that judged to be fair 'wear-and-tear'. All units are inspected each term and an inventory of college equipment taken.

Students should not use any college equipment without the prior approval of a faculty member.

Report any maintenance needs by email to the Caretaker. If any item of maintenance is of an urgent nature also report it verbally to the Caretaker or the office.

Please ensure that the college building is always kept locked after dark and at the weekends. The code to access the library is communicated to students at the beginning of each trimester.

STUDENT UNITS

Please see page 16, **SAFETY & SECURITY ON CAMPUS**

ELECTRICAL EQUIPMENT

Radios, televisions, game units, DVD, video, and CD players, etc. should be used with great discretion. We ask single students to keep any television set in the lounge room of the unit, and to use it with discretion, so as not to be a distraction to others in the unit or a waste of study time.

Please help us to economise by turning all lights and heaters off before any room is left vacant.

GUEST STAYING OVERNIGHT ON CAMPUS

A nightly fee of \$40 is required to be paid for such guests.

RECREATIONAL FACILITIES

The Common Room and the oval are available for the use of staff and students.

CHILDREN OF STUDENTS LIVING ON CAMPUS

Children are allowed in the Common Room and the oval **provided** there is appropriate adult supervision at all times. The adult must ensure that all equipment and facilities are used correctly, and the area is left clean and tidy when vacated.

FRIENDS OF STUDENTS

Students wishing to have a few friends join them in the use of college recreational facilities may do so, but the student must accept full responsibility for ensuring that all equipment and facilities are used

correctly, and the area is left clean and tidy when vacated. The inviting PBC student must supervise visitors at all times while on the PBC campus.

PARKING

Please only park in a marked bay as parking alongside the kerb can be dangerous. Please do not park in a "RESERVED" bay. Please observe that at the eastern side of the administration building there is a bay designated for "DISABLED" parking. In the front car park, there are seven bays "RESERVED" for office staff and one for Unit 4, with two lots for "VISITORS" in the front parking area. Residential students should try to park in the same marked bay each day and use a drip tray if your car leaks oil. Due to limited space we can only provide parking space for one vehicle per unit. Extra vehicles from each unit are to be parked in the lower car park or in the overflow parking adjacent to the oval.

THE COLLEGE LIBRARY

INTRODUCTION

The PBC Library is dedicated to the memory of the founding Principal of the college, Rev Carment Urquhart. The library is located adjacent to the foyer in the main administration building.

The library is well stocked with commentaries on every book of the Bible, as well as volumes covering all areas of Christian doctrine. Christian Biographies, Church Growth, Pastoral Ministry, Preaching, Counselling, Ethics, Church History and Missions are also included in the major classifications in the library. The Reference Collection contains, in addition to Bible commentaries, concordances, dictionaries, encyclopaedias and other research tools.

The library plays a vital role in the work of PBC and every student should take the time to learn how to use it well. It will be needed for writing assignments, preparation of sermons, private research, and study for examinations.

PBC also has a borrowing arrangement with Murdoch University where PBC students can borrow from the university library free of charge.

ONLINE RESOURCES

The library offers access to multiple online collections. For eBooks, students have access to the EBSCO Religion Collection, offering over 9,000 books in the area of religion. Students can also access Perlego eBooks, providing unlimited access to over 1,000,000 academic and professional books from renowned publishers.

The library also provides students access to a range of online academic and professional journal collections. This includes:

- ProQuest's Religion and Philosophy Collection and Psychology Database;
- BiblioTheca Sacra;
- SciElo South Africa;
- Themelios;
- CASE;
- Journal of Spiritual Formation and Soul Care; and
- Evangelical Review of Theology Journal.

Specific to counselling, PBC offers:

- ProQuest's Psychology Database;
- Behavioral and Mental Health Online; and
- Counselling and Therapy in Video.

These online resources provide students with access to in-depth research capabilities, allowing them to excel in their studies and prepare them for potential further study pathways.

LIBRARY USE

The library is open to the public and library members from 8.30 am to 4.30 pm, Monday to Friday. Students may access the library via the lock code, provided to students at the beginning of each trimester, which allows 24hr access to the library. Please **maintain silence while in the library** since others will be studying there too. **No food may be taken into the library.**

All books used in the library must be placed on the sorting shelves. Do not try and put the books back on the original shelves. Also, do not leave library books on the study desks, etc. They must be returned to the sorting shelves upon leaving the library.

LIBRARY BORROWING

- Undergraduate students may borrow a maximum of **TEN** books at any one time.
- Post Graduate students may borrow **TWENTY** books.
- As a consideration to other library users **no more than THREE books on any one subject may be taken out.**
- Borrowing time is **ONE MONTH** for books and 10 days for DVDs.
- Return books as soon as you have finished with them.
- Books may be renewed – log in under your account to do this.
- Key texts relating directly to subjects being studied during the trimester are placed on the "Closed Reserve" shelves. These books cannot be borrowed - they must be used in the Library.
- DVDs are available from the office – you must also issue the item out as per issuing instructions below.

EXCLUDED FROM BORROWING

The following items **must not be removed** from the library without the special permission of a faculty member:

Reference books - Closed Reserve Books – Journals – Pamphlets

ISSUING A BOOK OR DVD

Before a book is removed from the library, you must issue the book under your name on the issuing computer in the library foyer. Scan the barcode on your student card or enter your student number then scan the book's barcode to issue the book. Use the same process to borrow a DVD, then take the DVD cover to Reception and you will be given the DVD.

RETURNING BOOKS

Returned books **must not** be reshelfed, or checked in by the borrower, they must be placed in the Return Box located on the immediate left inside the library foyer. DVDs are also to be returned in the Return Box. Books and DVDs may be renewed for a further borrowing period – log in under your account to do this.

OVERDUE BOOKS AND DVDs

Fines are not charged for overdue books and DVDs, but if an item is not returned or a borrower loses an item, it must be replaced, or the cost of replacement paid by the borrower.

LIBRARY GUIDELINES

To assist smooth running of the library and in consideration of others please adhere to the following guidelines for the operation of the library.

- Maintain a quiet atmosphere at all times.
- No food or snacks are to be taken into the library.
- If last to leave, please turn lights, heaters & fans off.
- Place items used in the library on the sorting shelves.
- Issue all items correctly on the computer before removing them from the library.
- Place all items being returned in the "Returns Box".

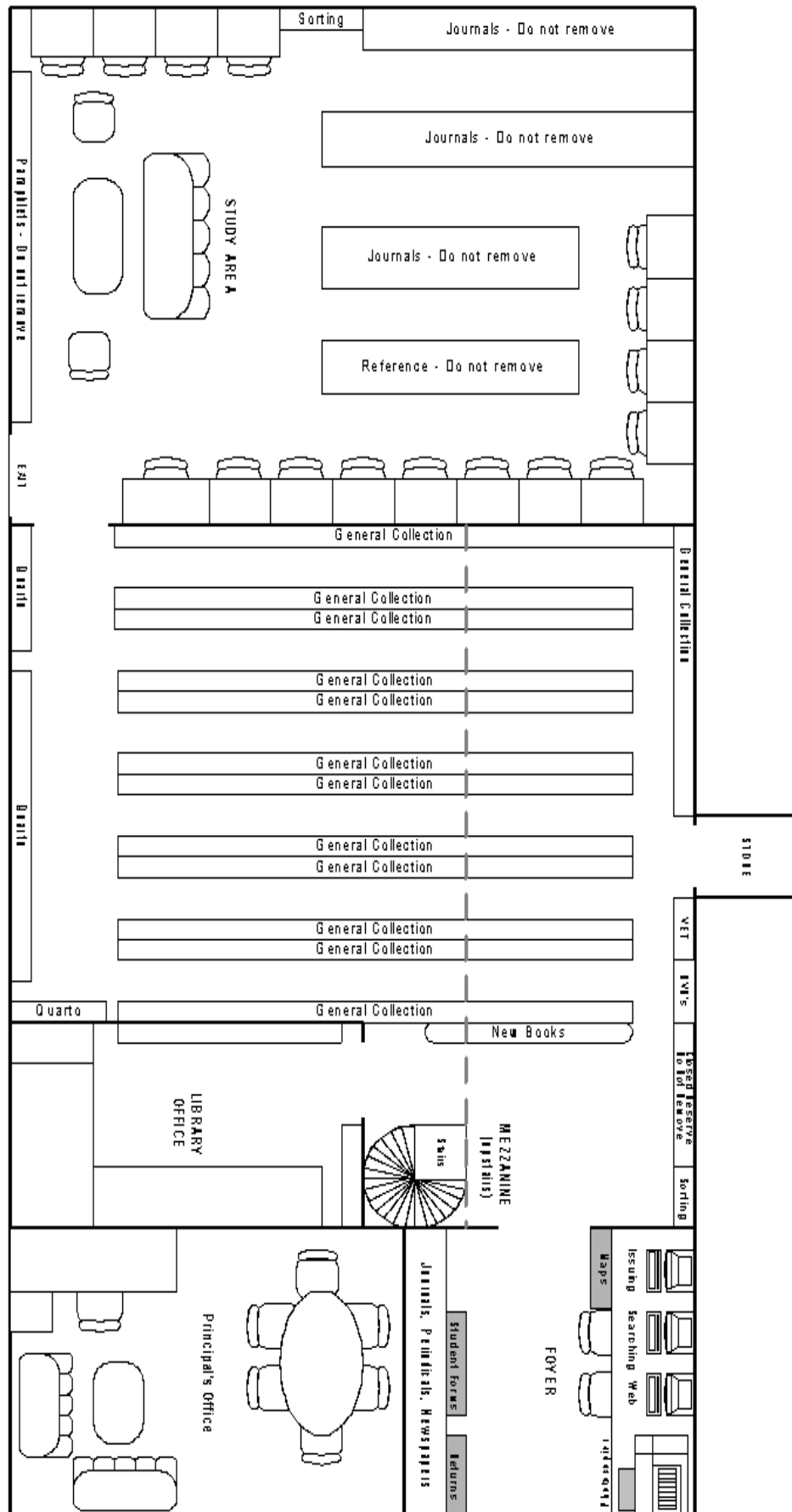
COMPUTER USAGE

Rules for the use of computers in the library:

- Do not use the computers to download non-academic resources (i.e., music, movies, and other programs).
- Do not use the computers for playing games, or any activity unrelated to your studies.
- Ensure your use of the computers does not create any noise.
- Log off the computer after you have finished with it.
- Do not use the college's paper in the printers (You can purchase paper for the printers from the office).

Remember the library is to be a quiet study area for everyone.

URQUHART MEMORIAL LIBRARY FLOOR PLAN



IMPORTANT DOCUMENTS

PBC POLICIES AND PROCEDURES

Available for download from

<https://www.pbc.wa.edu.au/student-portal/policies-and-procedures/>

Student Handbook & Policies

[2021 Student Handbook](#)

[Student Code of Conduct](#)

[Complaints, Appeals and Opportunities for Improvement Policy](#)

[Complaints, Appeals and Opportunities for Improvement Procedure](#)

[Student Attendance Policy](#)

[Student Attendance Procedure](#)

Student Support Policies

[PBC Mental Health Strategy and Implementation Plan 2022-2024](#)

[Student Support Policy](#)

[Student Support Procedure](#)

[Critical Incident Management Policy](#)

[Critical Incident Management Procedure](#)

[Sexual Assault and Sexual Harassment Policy](#)

[Sexual Assault and Sexual Harassment Procedure](#)

[First Nations People Education Policy](#)

[Diversity and Equity Policy](#)

Administrative Policies

[Governance Policy](#)

[Enrolment – Domestic Students Policy](#)

[Enrolment – Domestic Students Procedure](#)

[Delegation of Authority Policy](#)

[Information Management Policy](#)

[Information Management Procedure](#)

FEE-HELP

[Form 6 – 2021](#)

[Tuition Assurance Statement](#)

[Equivalent full-time study load values](#)

Financial & Fraud Policies

[Student Fees Policy](#)

[Student Fees Procedure](#)

[Student Refund Policy](#)

[Student Refund Procedure](#)

[Financial Management Policy](#)

[Financial Management Procedure](#)

[Fund Raising Terms and Conditions](#)

[Fraud and Mismanagement Policy](#)

[Fraud and Mismanagement Procedure](#)

Academic Policies

[Admissions Policy](#)

[Admissions Procedure](#)

[Student Assessment Policy](#)

[Student Assessment Procedure](#)

[Academic Misconduct Policy](#)

[Academic Misconduct Procedure](#)

[Credit and Recognition of Prior Learning Policy](#)

[Credit and Recognition of Prior Learning Procedure](#)

[Student Course Progress Policy](#)

[Student Course Progress Procedure](#)

[Academic and Research Integrity Policy](#)

[Course Articulation Policy](#)

[Course Articulation Procedure](#)

[Academic Freedom Policy](#)

[Student Course Progress Policy](#)

[Student Course Progress Procedure](#)

Overseas Students Policies

[ESOS Compliance Policy](#)

[Student Transfer – Overseas Students Policy](#)

[Student Transfer – Overseas Students Procedure](#)

[Enrolment – Overseas Students Policy](#)

[Enrolment – Overseas Students Procedure](#)

ACCS POLICIES AND PROCEDURES

[Admission Policy](#)

[Complaints and Appeals Policy](#)

[Academic Integrity Policy](#)

[Refund Policy](#)

[Privacy Policy](#)

[Student Grievance Handling Policy](#)

[Critical Incident Policy and Procedures](#)

[Safe & Well Booklet](#)

[Transfer of Provider Policy and Procedure](#)

[Progress, Completion and Attendance Policy](#)

[Deferral, Suspension and Cancellation Policy and Procedure](#)

[Engagement Prior to Enrolment Policy and Procedure](#)

[Sexual Assault and Sexual Harassment Policy and Procedure](#)

[Fees Policy](#)

[Advanced Standing Policy and Procedure](#)

[Students at Academic Risk Policy and Procedure](#)

[Student Support Services Policy](#)

[Mental Health Policy and Procedure](#)

[Diversity and Equity Policy and Procedure](#)

ACCS Policies Specific for Overseas Students

[English Language Requirements](#)

[Student Application and Admission Policy](#)

[Engagement Prior to Enrolment Policy](#)

[Refunds for Overseas Students](#)

[Overseas Students Student Support Services](#)

[Grievance, Complaints and Appeals Policy](#)

[Marketing Policy](#)

[ACCS International Student Handbook and Guide](#)

[Transfer of Provider Policy](#)

[Formalisation of Enrolment and Written Agreements Policy](#)

[International Student Checklist](#)

[Progress Completion and Attendance Policy](#)

EXTENSION OF ASSESSMENT ITEMS (from the *Student Assessment Policy*)

Normally, applications for an assessment extension must be done in writing and approved *before the assessment is due*. Applications after the due date can be accepted in the case of an unexpected crisis.

A student may be granted an extension of any form of assessment in the following circumstances:

- medical grounds;
- representation in sporting or cultural activities at state, national or international level;
- difficulties associated with employment;
- compassionate grounds (i.e., bereavement); or
- special unforeseen circumstances.

Students must apply for extension via the 'Application for Extension of Assessment Item' form. All applications must be submitted to the College office.

Assessment items that have been approved for an extension are eligible for full marks if they are completed on or before the date agreed upon via the extension process.

For full details on the process for extensions and the associated penalties for late submission please consult the *Student Assessment Policy*.

ACADEMIC MISCONDUCT (from the *Academic Misconduct Policy*)

In line with other tertiary institutions throughout Australia, Perth Bible College regards academic misconduct as a serious matter. Academic misconduct includes but is not limited to plagiarism, unauthorised collaboration, cheating, contract cheating, and theft of another student's work. ACCS students are referred to ACCS' *Academic Integrity Policy*, available at <https://www.ccs.edu.au/accs-policies/>.

Plagiarism

- 1.1 PBC defines plagiarism as the presentation of the ideas, words or work of another as one's own ideas, words or work.
- 1.2 Plagiarism can occur as either a deliberate act to mislead or as an unintentional result of improper use of, or inadequate referencing conventions.
- 1.3 Plagiarism can consist of direct quotations not correctly referenced, summaries of another's work not correctly referenced, the repetition or summary of work or ideas from the class not correctly referenced.
- 1.4 Students should provide correct referencing (see G02 Referencing Conventions Guideline) whenever they:
 - 1.4.1 Directly quote another source. Whether the quote is from written, oral, or other form of source.
 - 1.4.2 Summarise another source. Whether the summary is of a written piece, an oral presentation or other form of source.
 - 1.4.3 Present ideas or work that has come from another source. Whether the ideas or work have come from a written, oral or other form of source.
 - 1.4.4 Present their own ideas that they have submitted in another marked assignment.
- 1.5 It is acknowledged that there are various degrees of plagiarism. PBC refers to the document "The Plagiarism Spectrum" produced by www.turnitin.com in this context, focusing especially on the three most severe forms listed there: Clone, CTRL-C, Find-Replace.

It is also **important** that you familiarise yourself with the following documents in the **Appendices section** of this Handbook:

- Appendix 1: Ensure Originality and Integrity
- Appendix 2: White Paper - The Plagiarism Spectrum: Instructor Insights into the 10 Types of Plagiarism
- Appendix 3: Perth Bible College Academic Misconduct Penalty Schedule

ASSESSMENT ITEM KEY TERMS AND GUIDELINES

Introduction

The following guideline provides direction for students on preparing for four of the main types of assessment items set at PBC. This guideline does not cover every different type of set assessment item and students, if unsure or unclear on what is being requested, should speak with their unit lecturer.

The four assessment items covered in this guideline are:

- Research Reports
- Essays
- Presentations
- Written Examinations

KEY TERMS¹

The following are the key terms and their definitions as understood at PBC. These key terms are used in setting questions for assessment items. When attempting to answer a set question, students should identify any key terms and ensure they are aware of what the key term is asking them to do. If an assessment item question uses a term not included in this list, students should clarify with the unit lecturer the definition for that term.

Analyse	To take an idea or position apart and show how the various points interrelate.
Argue	To take up a certain position and show convincing reasons why this position is better than others.
Compare and contrast	Show the similarities and differences between differing positions.
Criticise	Critically evaluate an idea or position giving attention to the grounds on which it is constructed.
Define	Show the essence of, and the boundaries for, understanding a certain position or term.
Describe	Show the different aspects that are important to note in order to understand a position.
Discuss	Bring different points of view to bear on the topic under consideration.
Evaluate	Give reasons why you accept or reject a certain position.
Examine	Very similar to analyse.
Explain	Show how the different aspects fit together to develop a certain position.
Illustrate	Support an idea or position through the use of examples.

¹ Van Oudtshoorn, A. (2007) *A taste of glory: an introduction to theological studies*.

Interpret	Show the significance of a position or idea as you understand it.
Justify	Make a strong argument in support of one position.
Outline	Give an overview of the most relevant facts.
Prove	Use empirical methods which include a control group.
Review	Give a short overview of the contents of a book or journal article and critically evaluate the position taken and the main arguments for doing so.
Trace	Give special emphasis on the development of a position.

PREPARATION

Students should recognise that one of the key elements to completing assessment items successfully is the preparation that goes into each assessment item. The preparation required for different assessment items will vary depending on the student and the type of assessment item.

It is recommended that each student undertakes the Study Skills unit to begin to identify the preparation techniques they will need to develop in order to progress successfully and improve as a student. Some further direction is provided below.

RESEARCH REPORT AND ESSAY PREPARATION

It is recommended that students consult *A taste of Glory: An introduction to theological studies* (2007, van Oudtshoorn) chapter nine: *How do you write a good assignment?* In preparation for submitting a research report or essay.

Attention should be given to ensure that research reports and essays are presented suitably. How work is presented provides an impression for the lecturer of how much attention has been given to the assignment. Taking the time to ensure your submission is presented well provides a good impression.

This includes:

- **English:** written submissions need to be written in good diction, phraseology, and style. Using a dictionary and thesaurus is recommended and careful attention to software spell checkers and grammar checkers should be maintained. Each paragraph must flow smoothly. Take care to ensure agreement, singular with singular and plural with plural. It is expected that students will have proofread their submissions.
- **Objectivity:** wherever possible be objective and eliminate first person references. Submissions should be written in the third person which means avoiding words such as: I, we, you, mine, our, your, etc, as well as commands and exhortations.
- **Names and titles:** Generally, all persons referred to in a written submission should be by impartial reference meaning they are referred to by surname only.
- **Inclusive language:** Students should avoid such gender bias and write in inclusive way, e.g., use 'humans' instead of 'men', 'humanity' instead of 'mankind', or use 'people' or 'persons', etc. Select appropriate personal pronouns – this is often best done by using the plural, 'they', instead of 'him' or 'he/she'.

- **Foreign words:** Type foreign words (transliterated into English) in italics, e.g., *Parousia*. Ensure that if you are using a foreign word you have demonstrated that you understand the meaning of the word. This may require a short 'gloss' of what the term means.
- **Numbers:** If a number can be written in one word, do so (e.g., twelve rather than 12, but 24, not twenty-four).
- **Rhetorical Questions:** While rhetorical questions are fine in sermons, they have no place in an academic paper. You must supply answers not questions.
- **Use Active verbs:** Try to avoid passive verbs where possible. Active verbs generally convey the meaning more clearly.
- **Personal pronouns:** When you use a personal pronoun, it should always refer back to the nearer antecedent. If not, use the proper noun to avoid confusion.
- **Formatting:** submissions should be presented with the following formatting:
 - A4 size document.
 - Page layout of 25mm margins.
 - Double line spacing.
 - Long quotes are single line spacing and indented.
 - 12 point easy to read font, consistent throughout.
 - Avoid "widows" and "orphans" – a single line on the bottom or top of a page.
 - Page numbers (excluding title page and contents pages) included at top right-hand corner.

CHECKLIST FOR WRITTEN ASSIGNMENTS:

In order to ensure that essays and reports conform to the academic style, format and structure demanded from authors, students will be required to complete a checklist for each assignment. By so doing, students will be able to ensure that their writing conforms to the standards required at PBC.

STRUCTURE
INTRODUCTION
My introduction clearly sets out the problem to be addressed
My introduction sets out the thesis that I will develop in the paper as a response/ possible answer to the problem
My introduction sets out the major arguments that I will develop to support my thesis
CONCLUSION
My conclusion summarises the main arguments and conclusions in support of the thesis
My conclusion does not contain any new information or arguments
BODY - PARAGRAPHING
Every new thought is in a new paragraph
Every paragraph contains a sentence linking it to the previous and /or following paragraphs
Every paragraph contains a topic sentence (mini thesis statement) that sets out the argument or main point of the paragraph.
Every paragraph shows how its mini thesis supports the main thesis of the paper
Every paragraph contains supporting arguments as evidence for the mini-thesis statement
Every paragraph contains a concluding sentence or two that summarises the arguments in support of the mini thesis as well as the thesis of the paper
CITATIONS
I have used the required number of citations from books employing the required style
I have used the required number of citations from journal articles employing the required style
I have cited other authors' ideas as well as direct quotations
I have critically engaged with the citations
WORD COUNT: (please insert the word count for the paper)
CONTENTS
I have analysed the topic and have written an adequate response
I have critically engaged with books and articles that are relevant to the topic
I have developed my own thoughts on the topic
EDITING
I have checked the paper for grammatical and spelling errors
I have made sure that I have written full sentences and used appropriate punctuation marks
ORIGINALITY
This assignment is all my own original work
VALUE
I have found doing this assignment a valuable learning experience. Yes/ No/ Undecided

RESEARCH REPORTS

What is expected from a research report?

A research report is generally used in the presentation of the results of a research task. A research report is expected to present the results of the research clearly in a logical flow of ideas.

A research report contains headings and sub-headings to identify and separate the content. A research report is written in paragraphs but may also contain charts, diagrams, figures, etc.

Each section of a report should contain paragraphs which are linked in a logical sequence. However, there is no requirement to link from one section and the next section. The report should still maintain a logical sequence of sections.

A research report does not need to carry one central argument/idea supported by minor supporting arguments and ideas. However, sections should only carry one central argument/idea/area of research.

The conclusions from the research may be presented in the conclusion of the research report. In this case all conclusions need to relate directly to the presented sections and not introduce any new information.

At PBC a Research Report should consist of seven parts:

Assignment Cover Sheet

The *Assignment Cover Sheet* needs to be attached to each submitted research report. Lecturers need to ensure that the student has signed the cover sheet stating that the work is that of the student unless indicated otherwise. If a cover sheet is unsigned the lecturer should return the assignment to the student to sign before it is graded.

The *Assignment Cover Sheet* outlines the criteria which the lecturer will be assessing and on which feedback will be provided to the student. *Assignment Cover Sheets* are an important learning tool as lecturers will provide feedback on areas which represent good practice and areas which require improvement. Returned assessment items will direct students on how they can improve their work, and this should be utilised by students.

Title Page

The title page contains:

- (a) The Title of the Assignment (near the top of the page),
- (b) The student's name (near the centre of the page),
- (c) A block near the bottom of the page containing:

Assessment Item Number,
Unit Title and Number,
Lecturer's name, and
Date Due.

Contents Page

The contents page comprises a list of each section heading or sub-heading showing the page number on which each commences.

Introduction

The Introduction commences on a new page. Every research report should commence with an introduction, which briefly introduces **both** the topic being considered, **and** how the assignment will approach the topic. The aims of the report should be clarified up front. The introduction should occupy about 10% of the assignment. **In the introductory paragraph:**

- a) restate the question, showing an understanding of the requirements of the task [using your own words to explain more complex ideas/terminology used in the question],
- b) briefly summarise the topics (ideas) of each of the body paragraphs, and
- c) give some indication of the position you are taking on the issue under discussion.

Body of the Report

The body of the report should consist of a number of sections and sub-sections, each containing the evaluation of and results of the research. Each section should be carefully written in correct English and set out in paragraphs each of which develops one central idea. Headings and sub-headings should help the reader to identify major topics being presented.

Conclusion

The conclusion presents no new material, but rather summarises the ideas presented and possibly suggests solutions to a problem, areas for further research or the student's opinion based on the research. It should give the reader a sense that the paper is now finished. As with the introduction, the conclusion occupies about 10% of the assignment.

Reference List

Whenever quotations occur in any assignment the correct procedure must be followed (see PBC Referencing Guideline). Any assignment which has used other source material is required to have a "**Reference List**" attached. Direction in relation to the appropriate number of references will be given in the unit plan or the minimum requirements should be met for each learning level (See PBC Referencing Guideline). The Reference List commences on a new page.

ESSAYS

What is expected from an essay?

An essay is generally the presentation of one argument or idea. An essay is expected to convey this argument or idea clearly by linking together supporting materials, arguments, and ideas in a logical sequence.

An essay does not normally contain headings or sub-headings. Each new point needs to fit within the logic of the presentation and be linked to the previous point.

An essay is written in paragraphs and would only contain charts, diagrams, figures, etc, if they were integral to supporting the position and provided a concise representation of ideas.

Essays should contain a logical sequence of paragraphs which are linked with good transitions. Overall, each paragraph should be supporting the main argument or idea and linked to both the previous and following paragraph.

At PBC an Essay should consist of four parts:

Assignment Cover Sheet

The *Assignment Cover Sheet* needs to be attached to each submitted essay. Lecturers need to ensure that the student has signed the cover sheet stating that the work is that of the student unless indicated otherwise. If a cover sheet is unsigned the lecturer should return the assignment to the student to sign before it is graded.

The *Assignment Cover Sheet* outlines the criteria which the lecturer will be assessing and providing feedback to the student on. *Assignment Cover Sheets* are an important learning tool as lecturers will provide feedback on areas which represent good practice and areas which require improvement. Returned assessment items will direct students on how they can improve their work, and this should be utilised by students.

Title Page

The title page contains:

- (a) The Title of the Assignment (near the top of the page),
- (b) The student's name (near the centre of the page),
- (c) A block near the bottom of the page containing:

Assessment Item Number,
Unit Title and Number,
Lecturer's name, and
Date Due.

The Essay

Essays are made up of three essential parts:

An introductory paragraph: outlining the thesis statement of the essay and the steps that will be taken to establish the thesis. It is not appropriate to say, "I will discuss, or this essay will discuss".

The Essay Body: a logical sequence of linked paragraphs which progress through the steps outlined to establish the thesis.

A concluding paragraph: summarising the thesis and the steps taken to establish it. No new information included.

Essays should be carefully written in correct English and set out in paragraphs each of which develops one central idea.

Reference List

Whenever quotations occur in any assignment the correct procedure must be followed (see PBC Referencing Guideline). Any assignment which has used other source material is required to have a "Reference List" attached. Direction in relation to the appropriate number of references will be given in the unit plan or the minimum requirements should be met for each learning level (See PBC Referencing Guideline). The Reference List commences on a new page.

PRESENTATION PREPARATION

It is recommended that students consult *A taste of Glory: An introduction to theological studies* (2007, van Oudtshoorn) chapter nine: *How do you write a good assignment?* in preparation for a presentation. Whilst not all presentations require a written submission, the preparation for the content of the presentation is the same as that for a written submission.

Students should also take time to practise their presentations. Students are encouraged to deliver their presentations as if to an audience, including using any presentation aids. This will allow students to establish the time the presentation will take and make any required adjustments, as well as allow a student to have an indication of how well they know the presentation they are delivering.

PRESENTING THE PRESENTATION

Attention should be given to ensure that presentations are presented suitably. How work is presented provides an impression for the lecturer of how much attention has been given to the assignment. Taking the time to ensure your presentation is presented well provides a good impression. This includes:

- **Speaking:** presentations are to be delivered orally in English. Students need to speak clearly and audibly.
- **Body Language:** students need to maintain eye contact and use appropriate gestures. Not knowing your content and needing to read from notes generally causes this area to deteriorate.
- **Time requirements:** Presentations have a set time, and it is important to meet this requirement. By practising your presentation, you will be able to establish how close you are to the time requirements.
- **Presentation Aids:** Well prepared aids are effective, poorly prepared aids are often distracting and detract from the presentation. Make sure you know how to use your aids competently.
- **Organisation:** students need to be organised and ready to deliver their presentation as required. This may mean organising that a data projector will be available, or audio equipment. It also means ensuring that students are provided with the A4 handout.
- **Questions:** While rhetorical questions are fine in sermons, they should generally be avoided in a presentation. Questions should be “open questions” (i.e., not yes/no answers) to encourage participation and discussion. Questions like: “What do you think?” or “Which position would you support?” should not be used if you have not presented enough information for audience to form an informed opinion. They should also not be used as a substitute for you clearly presenting what you think, and which position you support.
- **Appearance:** students should present themselves in a manner appropriate for someone delivering into the setting of the presentation. E.g., if the presentation is delivered in class, you should present yourself in a manner similar to the lecturer, not a manner similar to other students.

PRESENTATIONS

What is expected from a presentation?

A presentation should be an engaging oral delivery of either research results or an argument for a thesis statement.

Presentations are not the same as reading out a written submission. A presentation should concisely represent any written submission which may have been required as well.

In a presentation a student should:

- **Identify and summarise the major issues**
Presentations are not expected to cover all the areas possible on a given topic. Students should be selective in what is presented, identifying, and focusing on the major issues.
- **Critically analyse the major issues**
The presenter should demonstrate that they have been able to isolate the key issues related to the topic. This means a student would need to demonstrate their ability to identify between a source's 'surface' position/s and identify the key elements which support such a position.
- **Argue for a position/s related to the major issues**
The presenter should demonstrate that they have thought critically about the major issues and have not simply adopted the viewpoint of a source. It is important for presenters to not only present their position on a major issue but also demonstrate the reasoning and argument for the position they have taken. The presenter should offer more than one position on major issues to allow them to demonstrate their decision for the position they have taken and why they have decided against other positions.
- **Consider the practical implications**
The presenter should be able to demonstrate areas where the major issues will impact practically. The presentation should clearly demonstrate the connection of the theological or theoretical with the practical implications.
- **Present in an appropriate format**
Presentation formats are not restricted to a seminar style delivery. Each presenter may decide on a delivery style that will: maximise the impact of their presentation; help class members think through the issues raised and encourage critical participation by all class members.
- **Incorporate appropriate aids**
As far as possible, the oral presentation should be supported by appropriate aids such as diagrams on the whiteboard, use of PowerPoint, video, music, etc. Aids should be used to improve the impact of a presentation and presenters should be careful to not use aids which do not improve the presentation. Presenters should also ensure that they can operate any aids competently.
- **Involve and engage audience**
Presenters should look to create a learning environment which encourages the audience members to participate where appropriate. This may include but is not limited to providing a number of thought-provoking questions to stimulate discussion on the topic. Such questions may help identify concerns, clarify issues, and/or stimulate further critical reflection.
- **Provide a summary handout**
Presenters should prepare a carefully structured single-sided one-page, 12-point font size, A4 handout for each class member to facilitate their comprehension of the topic. The presenter should be selective in what is included and use the most appropriate format for the greatest clarity and impact. This could be prose, tabulated notes, diagrammatic representation, etc. The handout should be appropriately referenced.

At PBC a Presentation should consist of four parts:

Presentation Cover Sheet

The *Presentation Cover Sheet* needs to be attached to the presentation handout and submitted to the lecturer on the day of the presentation. Lecturers need to ensure that the student has signed the cover sheet stating that the work is that of the student unless indicated otherwise.

The *Presentation Cover Sheet* outlines the criteria which the lecturer will be assessing and providing feedback to the student on. *Presentation Cover Sheets* are an important learning tool as lecturers will provide feedback on areas which represent good practice and areas which require improvement. Feedback on presentations will direct students on how they can improve their work, and this should be utilised by students.

Handout

A copy of an A4 handout should be provided for each member of the class. A copy should be stapled to the *Presentation Cover Sheet* and submitted to the lecturer.

The handout should contain:

- (a) A header including the student's name and the presentation title,
- (b) The main content of the handout,
- (c) A reference list at the bottom of all sources cited on the handout.

The Presentation

Whilst different presentation formats are encouraged it is important that a presentation contains:

Introduction: A presentation needs to introduce the topic of the presentation in an engaging way.

Presentation Body: the body of the presentation should work through the major issues in a logical sequence and present the relevant practical implications. The presentation body should seek to engage and involve the audience.

If the presentation also had a submitted written paper, no new points should be included in the presentation, and the presentation should follow the logical sequence and arguments of the written paper. However, keep in mind you should not simply read out your paper.

Conclusion: a presentation should conclude with a summary of what has been established during the presentation. New information is not to be introduced.

Question time: as a presenter you should be prepared to answer questions related to your presentation. Your ability to answer questions will demonstrate how well you have researched or covered your topic beyond what you have presented.

Presentation aids

Presentation aids are encouraged as they can greatly enhance a presentation. Presentation aids should be used to emphasise the presentation content. E.g., PowerPoint presentations should only contain key dot points and key quotations, not superfluous amounts of written work that is read out or expected that the audience will read. All presentation aids should be referenced. For PowerPoint it is appropriate to cite sources as per a written submission on slides throughout the presentation and include a reference list slide as the last slide.

WRITTEN EXAMINATION PREPARATION

Preparation for written examinations begins on the first day of class. It is important to maintain good notes of class content as these will provide preparation aids for the examinations at the end of the trimester. Often lecturers will indicate especially relevant areas in classes and making a clear note of this allows for direction in preparing for examinations. Reviewing notes on a weekly basis will improve your ability to recall key areas.

Past examination papers are released in the library (not for loan) prior to the exam period and these provide an excellent resource in preparing for examinations.

Using concise summaries, diagrams, mind maps, pictures can provide a useful way to recall the key points related to a topic or question. Such items can be put down at the beginning of the examination for the questions the student chooses to answer, allowing the final answer to be constructed from this aid later in the exam period.

REFERENCING GUIDELINES

REFERENCE REQUIREMENTS

Unless stated otherwise assessment items requiring referenced research should normally give evidence of consulting a minimum of:

- For 500 level units: At least 5 references
- For 600 level units: At least 7 references (including 1 journal article)
- For 700 level units: At least 8 references (including 2 journal articles)
- For 800+ level units: At least 12 references (including 3 journal articles)

Students should be aware that meeting the minimum requirements only forms a small part of grading related to use of other source materials. Poor usage of sources to meet the requirements would impact detrimentally in this area.

REFERENCING STYLE - THEOLOGICAL DEGREES

For all theological degrees, Perth Bible College uses the University of South Australia (Harvard) referencing system. Students may use **Zotero**, an electronic referencing system, and download the style format from the PBC Student Portal: <https://www.pbc.wa.edu.au/student-portal/referencing/>

IN-TEXT REFERENCING²

An in-text reference is provided each time you refer to ideas or information from another source, and includes the following details:

- the **author's family name** (do not include given names)/**authoring body or organisation**
- the **year of publication**
- **page numbers** where applicable.

There are two main ways to present an in-text reference, as shown below. One way gives prominence to the information by placing the reference at the end of your sentence in brackets:

Universities can play an active role in finding solutions for climate change (Filho 2010, p. 2).

Another way gives prominence to the author by placing the reference in the body of your sentence, with the author's name incorporated into the sentence structure and the date in brackets:

Filho (2010, p. 2) argues that universities can play an active role in finding solutions for climate.

Including page numbers

Page numbers are included when you:

- quote part of a source word for word
- summarise or paraphrase an idea from a specific page or pages
- refer to tables, figures, images or present specific information like dates/statistics.

Habel (2007, p. 48) notes that the novelist 'draws on an established tradition of appropriating the *wayang* for various social and political purposes'.

If you do these things for a source without pages – e.g. a website – then just author and year will suffice.

² Direct quote pulled from *Harvard Referencing Guide UniSA* 2018.

Students often forget to pay attention to the following IMPORTANT detail:

- In the above example the sentence in the resource starts with a capital T, which is replaced in the direct quote with a lowercase t in square brackets, because the direct quotation is used mid-sentence, e.g., ... states that “[t]he two...
- There is no punctuation between the author’s surname and the year of publication, e.g., (Wright 2013, p. 224).
- When no date is available it should be abbreviated ‘n + period + d + period’, e.g., n.d.
- There is a comma and a space between the year of publication and the page number(s), e.g., (Wright 2013, p. 224).
- A single page number is abbreviated as ‘p + period’, e.g., p.
- Multiple pages are abbreviated as ‘pp + period’, e.g., pp.
- eBook chapters are abbreviated as ‘ch + period’, e.g., ch.
- Long eBook chapters are truncated to 2-3 words of the ‘chapter + an ellipses’, e.g., Isaianic Message...
- There is a space between page(s) and the number(s), e.g., p. 224 or pp. 224-5.
- The period for all the above examples is always placed after the citation, e.g., “... the other” (2013, p. 224).
- The abbreviated form of ‘et alia’ should include a period before the date, despite there not normally being any punctuation between the author and the date of publication, e.g., (Wright et al. 2013, p. 225).

REFERENCE LIST³

The reference list is not a bibliography. A bibliography lists everything you may have read, including that which you may not have referenced in your assessment. The reference list lists only the sources that are referenced in your assessment. The reference list for assessment submissions is titled **References** and must:

- Only contain the references for sources which have been used in the submission.
- Be placed at the end of your work.
- Be arranged in strict alphabetical order by author surname.
- Use the appropriate end reference formats detailed below.

³ This is NOT an exhaustive list; please refer to the following for a comprehensive list:
https://lo.unisa.edu.au/pluginfile.php/1396048/mod_resource/content/5/HRG%202018%20Dec.pdf

END-TEXT REFERENCES

BOOKS

Author (i.e., Surname), Initial(s) Year, *Title: subtitle*, Publisher, Place of publication. [as of 2021, no need to include state or country].

Book (single author)

Hynde, D 1984, *Australian Christianity in outline*, Lancer, Homebush West.

Book (single author, later edition)

Fenna, A 2004, *Australian public policy*, 2nd edn, Pearson Education Australia, Frenchs Forest.

Book (more than one author)

Schuller, DS, Strommen, MP & Brekke, ML 1980, *Ministry in America*, Harper & Row, New York.

Book (multiple works from one author within the same year).

Witmer, SA 1962a, *The Bible college story*, American Association of Bible Colleges, Fayetteville.

Witmer, SA 1962b, *Preparing Bible college students*, American Association of Bible Colleges, Fayetteville.

Edited book

Morrison, D (ed.) 2010, *The Cambridge companion to Socrates*, Cambridge University Press, Cambridge.

Kronenberg, F, Pollard, N & Sakellariou, D (eds) 2011, *Occupational therapies without borders: towards an ecology of occupation-based practices*, vol. 2, Churchill Livingstone Elsevier, Edinburgh.

Chapter in a book

Abbott, S 2010, 'High concept thrills and chills: the horror blockbuster', in I Conrich (ed.), *Horror zone: the cultural experience of contemporary horror cinema*, I.B. Tauris, London, pp. 27–44.

eBook (accessed via the internet)

Trochim, WM 2006, *The research methods knowledge base*, 3rd edn, Web Centre for Social Research Methods, viewed 25 November 2010, <http://socialresearchmethods.net/kb/html>.

eBook (accessed via database)

Armstrong, M 2012, *Armstrong's handbook of human resource management practice*, 12th edn, Kogan Page, London, viewed 26 November 2012, EBSCO Host.

Armstrong, M 2018, *Armstrong's handbook of performance management*, 6th edn, Kogan Page, London, viewed 6 February 2021, Perlego.

eBook (accessed via eReader, e.g., Kindle/Kobo)

Cooper, K & White, RE 2012, *Qualitative research in the post-modern era: contexts of qualitative research*, Kindle, Springer, Dordrecht.

ARTICLES

Author, Initials Year, 'Title: subtitle', *Journal or Magazine Title*, vol #, issue #, pp. numbers.

Journal

Kawlans, J 2010, 'A marginal Jew: Rethinking the historical Jesus', *Interpretation*, vol. 64, no.4, pp. 418-420.

Article (Journal with only issue dates)

Miles, BS & Huberman, AM 1984 'Drawing valid meaning from qualitative data', *Educational Researcher*, May, pp. 20-30

Magazine

Bustanoby, A 1969, 'Testing for maturity', *Christianity Today*, vol. 14, no.4, pp. 22-23.

INTERNET SOURCES

Blog Site

de Zwart, M 2012, 'NRL v Optus in the full federal court: victory for Telstra', blog post, *Bram's pyre*, 30 April, viewed 7 December 2012, <<http://bramspyre.blogspot.com.au/2012/04/nrl-v-optus-in-full-federal-court.html>>

Webpage

Department of Immigration and Citizenship 2012, *Permanent visa options for doctors*, Department of Immigration and Citizenship, Australian Government, viewed 6 November 2012, <<http://www.immi.gov.au/skilled/medical-practitioners/permanent-visas.htm>>

YouTube

Longmann III, T 2009, 'On who wrote the Bible?', *Wilberforce Video*, video, YouTube, 16 September, viewed 11 December 2011, <<http://www.youtube.com/user/wilberforcevideo>>

Podcast

McWeeny, D & Weinberg, S 2010, *Motion/captured podcast: John Carpenter special*, podcast, 26 October, accessed 11 November 2012, <<http://www.hitfix.com/blogs/motion-captured/posts/listen-a-special-podcast-tribute-to-john-carpenter-with-guest-scott-weinberg>>.

McWeeny, D & Weinberg, S 2010, *Motion/captured podcast: John Carpenter special*, podcast, 26 October, accessed 11 November 2012, iTunes.

OTHER TYPES OF SOURCES

Film or Video

Till, E (dir.) 2003 *Luther*, motion picture, NFP Teleart Production.

Audio

McKeehan, T 1992, *The Hardway*, song, Forefront Communications Group.

CD

DC Talk, 1992 *Free at last*, CD, Forefront Communications Group.

Conference

O'Neil, M, 2010, 'The justification debate: John Piper and N.T. Wright', in Dunnill J, & Crane, A (eds) *Sharing Theological Passions*, conference, November 22, Harvest West Bible College.

If, for some reason, your particular source does not feature here or in the more comprehensive University of South Australia guide (see footnote on previous page), determine which type of source is closest to that which you wish to reference and follow that convention as closely as possible (e.g., a newspaper source would be closest to a journal or magazine article so follow that style). Above all else, be consistent in your formatting process.

REFERENCING STYLE - COUNSELLING DEGREES

For the Bachelor of Counselling offered as a campus of ACCS, the referencing style used is APA 7th edition. APA 7th edition should be a default style installed in Zotero for student to use. For a quick guide to the APA 7th edition referencing style, please follow the link: https://ecu.au.libguides.com/ld.php?content_id=30117643 or <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

IN-TEXT REFERENCING

The APA style for in-text referencing follows the author-date format. The use of page numbers is determined by whether the reference is a direct quote or a paraphrase. When paraphrasing an idea from another source, the in-text reference includes the author and the year the source was published:

Effective teams can be difficult to describe because a team that does well in a particular area does not necessarily mean they will do well in another (Ervin et al., 2018).

When referencing a direct quote, the page number must be included:

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).

When referencing a source that has multiple authors, the first time the source is referenced, list every author. Subsequent times the source is referenced, only state the first author, followed by 'et al.', as seen in the example above.

More information on in-text referencing can be found via the APA website:
<https://apastyle.apa.org/style-grammar-guidelines/citations>.

END-TEXT REFERENCES⁴

Journal Article (Section 10.1)

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2020). Timing matters! Explaining between study phases enhances students' learning. *Journal of Educational Psychology*, 112(4), 841–853. <https://doi.org/10.1037/edu0000396>

Online Magazine Article (Section 10.1)

Gander, K. (2020, April 29). COVID-19 vaccine being developed in Australia raises antibodies to neutralize virus in pre-clinical tests. *Newsweek*. <https://www.newsweek.com/australia-covid-19-vaccine-neutralize-virus-1500849>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*. <https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

⁴ Taken from American Psychological Association (2021), *Common Reference Examples Guide*, <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.
<https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zeleeke, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association.
<https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2020, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*.
https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings.
https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release].
<https://www.apa.org/news/press/releases/2020/03/combatingclimate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. <https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019Program190708.pdf>

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research.
<https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Doctor, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorialswebinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). *Smells like teen spirit* [Song]. On Nevermind. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.). Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). *It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving* [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). *The future of feminism*. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). *COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>

For more information on the APA 7th edition referencing style, please see <https://apastyle.apa.org/style-grammar-guidelines>

COURSE OUTLINE AND GRADUATION REQUIREMENTS

DIPLOMA OF MINISTRY (1 Year)

CRICOS Course Code: 061404G

Structure of the course of study: The course structure is based on three trimesters (each 12-week duration), with two to three units taken each trimester. It comprises:

- 4 Core units
- 2 Ministry units
- 2 Electives (May include study Ready Units and extra Core Units)

For provisional enrolment students must complete:

- 4 Core units
- 1 Study Ready unit
- 2 Ministry Units
- 1 Elective

Content of the Course of Study		Credit Points
Core Units	<i>Either</i> OT501: Old Testament A – Narrative [Overview of the Old Testament]	3
	<i>OR</i> NT501: New Testament A – Narrative [Overview of the New Testament]	3
	<i>Either</i> OT502 Old Testament B – Poets & Prophets [Overview of the Old Testament]	3
	<i>OR</i> NT502 New Testament B – Letters [Overview of the New Testament]	3
	HE501: Interpreting the Bible	3
	TH501 Introduction to Theology	3
	2 Ministry Electives 2 Electives	3+3 = 6 3+3 = 6
Ministry Units	PM504 Christian Discipleship (preferred)	3
	PM505 Christian Spiritual Formation (preferred)	3
	Pastoral	
	PA601 Leading Christian Ministry	3
	PA602 Pastoral Ministry	3
	PA603 Preaching	3
	CO602 Pastoral Counselling in a Christian Context	3

	Counselling CO601 Models for Pastoral Counselling CO602 Pastoral Counselling in a Christian Context CO603 Pastoral Counselling as Community Care CO604 Marriage & Family Missions MI601 Foundational Mission Perspectives MI602 Cross Cultural Training MI603 Christianity & World Religions MI605 The Local Church & Mission MI501 Ministry in a Cross-Cultural Context Chaplaincy CP601 Missional Chaplaincy CP602 Chaplaincy Processes CO601 Models for Pastoral Counselling CO603 Pastoral Counselling as Community Care CP501 Educational Chaplaincy – Field Education CP604 Clinical Pastoral Education (CPE)	3 3 3 3 3 3 3 3 3 3 3 3 3 3 6
Study Ready Unit	CE504 Study Ready	3
Rules of Progression: Graduates require a total of 24 credit points and a minimum of eight 500 level units.		
Other Protocols of the course: Students completing the Diploma of Ministry in preparation for School Chaplaincy are required to complete the Educational Chaplaincy CP501 unit and Models of Pastoral Counselling CO601 unit to meet the YouthCARE qualification requirements.		

ADVANCED DIPLOMA OF CHRISTIAN MINISTRY (3 Years)

CRICOS Course Code: 051855G

<p>Structure of the course of study: The course structure is based on nine trimesters (each 12 weeks duration), with two to three units taken each trimester. It comprises:</p> <ul style="list-style-type: none"> • 6 core first year core units • 2 first year specialised units • 8 core second and third year units • 4 ministry specialisation units • 2 field placement capstone units • 2 elective units 		
Content of the Course of Study		Credit Points
Core Units	<p>FIRST YEAR</p> <p>OT501 Old Testament A - Narrative [Overview of the Old Testament] 3</p> <p>OT502 Old Testament B – Life Before God [Overview of the Old Testament] 3</p> <p>NT501 New Testament A – Gospels & Acts [Overview of the Old Testament] 3</p> <p>NT502 New Testament B – Life Before God [Overview of the Old Testament] 3</p> <p>HE501 Interpreting the Bible 3</p> <p>PM504 Christian Discipleship 3</p> <p>PM505 Christian Spiritual Formation 3</p> <p>TH501 Introduction to Theology 3</p> <p>SECOND YEAR</p> <p>OT601 Old Testament Studies A 3</p> <p>NT601 New Testament Studies A 3</p> <p>TH601 Christ & The Holy Spirit 3</p> <p>TH602 The Church: Engaging with the World 3</p> <p>THIRD YEAR</p> <p>OT602 Old Testament Studies B 3</p> <p>NT602 New Testament Studies B 3</p> <p>CH601 The Church: Its History and Theology 3</p> <p>TH603 The Church: Its Essence & Expression 3</p> <p>MP601 Ministry Practicum A 3</p> <p>MP602 Ministry Practicum B 3</p>	

Specialisations	PASTORAL	
	PA601 Leading Christian Ministry	3
	PA602 Pastoral Ministry	3
	PA603 Preaching	3
	CO602 Pastoral Counselling in a Christian Context	3
	PA606 Denominational Polity	3
	COUNSELLING	
	CO601 Models for Pastoral Counselling	3
	CO602 Pastoral Counselling in a Christian Context	3
	CO603 Pastoral Counselling as Community Care	3
	CO604 Marriage & Family	3
	MISSIONS	
	MI601 Foundational Mission Perspectives	3
	MI602 Cross Cultural Training	3
	MI603 Christianity & World Religions	3
	MI605 The Local Church and Mission	3
	MI501 Ministry in a Cross-Cultural Context	3
	CHAPLAINCY	
	CP601 Missional Chaplaincy	3
	CP602 Chaplaincy Processes	3
	CO601 Models for Pastoral Counselling	3
	CO603 Pastoral Counselling as Community Care	3
	CP501 Educational Chaplaincy-Field Education	3
	CP606 Counselling and Pastoral Care for the Ageing	3
	CP605 Self Care	3
	CP604 Clinical Pastoral Education (CPE)	6
Electives	Students may complete any specialisation unit as an elective.	
Rules of Progression: Graduates require a total of 72 credit points with a maximum of ten 500 level units.		
Other Protocols of the course: To include the specialisation in the title students must complete the four indicated 600 level units and complete the two Supervised Field Education units in the same area. Students may complete the award with no specialisation title.		
Prerequisites for specific subjects: Ministry Practicum Units requires the completion of PM504 Christian Discipleship and PM505 Christian Spiritual Formation and the completion of 2 ministry specialisation units. Students are required to have achieved 42 credit points prior to Ministry Practicum admission.		

Work Integrated Learning

The Advanced Diploma course includes two compulsory Ministry Practicum (MP) units where students are involved in ministry projects. Students are primarily responsible for finding their own placement and developing their own projects. Additionally, the College has partnerships in place for students to secure placement with industry partners. All placements are approved by the MP lecturer, who can also assist students to find appropriate placements.

During the MPs, students are assessed at PBC via ministry project journals and project related assignments. As part of the units, PBC also provides one-on-one ministry coaching sessions with the student. For more information, please contact the College.

BACHELOR OF MINISTRY (3 Years)

CRICOS Course Code: 051857F

Structure of the course of study: The course structure is based on nine trimesters (each 12 weeks duration), with two to three units taken each trimester. It comprises:

- 8 core first year units
- 8 core second and third year units
- 4 ministry specialisation units
- 2 field placement capstone units
- 2 elective units

Content of the Course of Study		Credit Points
Core Units	FIRST YEAR	
	OT501 Old Testament A - Narrative [Overview of the Old Testament]	3
	OT502 Old Testament B – Poets & Prophets [Overview of the Old Testament]	3
	NT501 New Testament A – Gospels & Acts [Overview of the New Testament]	3
	NT502 New Testament B – Letters [Overview of the New Testament]	3
	HE501 Interpreting the Bible	3
	TH501 Introduction to Theology	3
	PM504 Christian Discipleship	3
	PM502 Personal and Ministry Formation B	3
	SECOND YEAR	
	OT701 Old Testament Studies A	3
	NT701 New Testament Studies A	3
	TH701 Christ & The Holy Spirit	3
	TH702 The Church: Engaging with the World	3
	THIRD YEAR	
	OT702 Old Testament Studies B	3
	NT702 New Testament Studies B	3
	CH701 The Church: Its History and Theology	3
	TH703 The Church: Its Essence & Expression	3
	MP701 Ministry Practicum A	3
	MP702 Ministry Practicum B	3
Specialisations	PASTORAL	
	PA701 Leading Christian Ministry	3
	PA702 Pastoral Ministry	3
	PA703 Preaching	3
	CO702 Pastoral Counselling in a Christian Context	3
	PA706 Denominational Polity	3

	PASTORAL COUNSELLING CO701 Models for Pastoral Counselling CO702 Pastoral Counselling in a Christian Context CO703 Pastoral Counselling as Community Care CO704: Marriage & Family MISSIONS MI701 Foundational Mission Perspectives MI702 Mission Dynamics MI703 Christianity & World Religions MI704 Cross Cultural Field Research MI705 The Local Church and Mission MI501 Ministry in a Cross-Cultural Context CHAPLAINCY CP701 Missional Chaplaincy CP702 Chaplaincy Processes CO701 Models for Pastoral Counselling CP501 Educational Chaplaincy CO703 Pastoral Counselling as Community Care CP706 Counselling and Pastoral Care for the Ageing CP705 Self Care CP704 Contextual Pastoral Care (CPE)	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 6
Electives	BL701 Greek A BL702 Greek B BI703 Hebrew A BI704 Hebrew B TH706 Readings in Selected Theologians Students may also complete any specialisation unit as an elective.	3 3 3 3 3 3
Rules of Progression: Graduates require a total of 72 credit points with a maximum of nine 500 level units, a maximum of four 600 level units and a minimum of twelve 700 level units.		
<p>Other Protocols of the course: To include the specialisation in the title students must complete the four indicated 700 level units and complete the two Supervised Field Education units in the same area. Students may complete the award with no specialisation title.</p> <p>Students may substitute one Old Testament Studies and One New Testament Studies unit for either Greek A and Greek B or Hebrew A and Hebrew B.</p> <p>Students may complete up to four level 600 units in their second year of study as long as they meet all the other requirements of the course.</p>		

Prerequisites for specific subjects:

Ministry Practicum Units require the completion of PM504 Christian Discipleship and PM505 Christian Spiritual Formation, and the completion of 2 ministry specialisation units. Students are required to have achieved 42 credit points prior to Ministry Practicum admission.

Work Integrated Learning

The Bachelor of Ministry course includes two compulsory Ministry Practicum (MP) units where students are involved in ministry projects. Students are primarily responsible for finding their own placement and developing their own projects. Additionally, the College has partnerships in place for students to secure placement with industry partners. All placements are approved by the MP lecturer, who can also assist students to find appropriate placements.

During the MPs, students are assessed at PBC via ministry project journals and project related assignments. As part of the units, PBC also provides one-on-one ministry coaching sessions with the student. For more information, please contact the College.

BACHELOR OF COUNSELLING (3 Years)

CRICOS Course Code: 0101040

This course is offered in partnership with Australian College of Christian Studies (ACCS). ACCS is a registered CRICOS Provider (CRICOS Provider Code: 03375M). Structure of the course of study: The course structure is based on six trimesters (each 12 weeks duration), with two to three units taken each trimester. It comprises:

- 16 Core Units
- 6 Major units Counselling or Chaplaincy
- 2 Practicums

Content of the Course of Study		Credit Points
Core Units	Complete all 16 Units MP7101: Spiritual Formation for Christian Life SC7102: Counselling Skills 1 SC7103: Intro to Marriage and Family Counselling SC7104: Counselling Skills 2 SC7106: Human Lifespan Development SC7107: Counselling Theories and Practice SC7108: Worldviews & Counselling SC7202: Grief & Loss Counselling SC7203: Marriage & Family Therapies SC7206: Introduction to Psychology SC7208: Psychological Disorders SC7214: Professional Ethics TA7701: Critical Thinking & Writing Skills (or Elective) TB7104: Biblical Interpretation Theory and Practice TS7102: Introduction to Theology TH7312: Apologetics	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
Counselling Electives	Complete 6 units SC7303: Self Care SC7304: Introduction to Group Work SC7312: Counselling and Pastoral Care for the Aged SC7321: Narrative Therapy & Positive Psychology CL7308: Crisis Intervention/Trauma Counselling SC7307: Addiction Counselling	6 6 6 6 6 6

Chaplaincy Electives	Complete 6 units	
	CL7308: Crisis Intervention/Trauma Counselling	6
	MI7305: Intercultural Ministry in Australia	6
	MP7202: Pastoral Care	6
	SC7303: Self Care	6
	SC7312: Counselling and Pastoral Care for the Aged	6
	SC7307: Addiction Counselling	6
Practicum	Complete 2 Units	
	SC7316: Counselling Practicum - Part A	6
	SC7317: Counselling Practicum - Part B	6
	CL7305: Chaplaincy Practicum - Part A	6
	CL7306: Chaplaincy Practicum - Part B	6
PBC units accepted for elective credit	Counselling Electives	
	CO702: Pastoral Counselling in a Christian Context	6
	CO703: Pastoral Counselling and Community Care	6
	CO704: Marriage & Family	6
	CO705: Human Development	6
	CO706: Addiction, Stress & Depression	6
	Chaplaincy Electives	
	CH702: Chaplaincy Processes	6
	CH701: Missional Chaplaincy	6
Rules of Progression: Graduates require a total of 144 credit points.		
For cross-crediting of PBC subjects please see the Dean of Studies.		

GRADUATE DIPLOMA OF MINISTRY (1 Year)

CRICOS Course Code: 061405G

Title of Course		Graduate Diploma of Christian Ministry	
Structure of the course of study: The course structure is based on three trimesters (each 12 weeks duration), with two to three units taken each trimester. It comprises:			
<ul style="list-style-type: none">• 6 core units• 2 ministry elective units			
Content of the Course of Study		Credit Points	
Core Units	OT801 Old Testament A – Narrative [Overview of the Old Testament]	3	
	OT 802 Old Testament B – Poets & Prophets [Overview of the Old Testament]	3	
	NT801 New Testament A – Gospels & Acts [Overview of the New Testament]	3	
	NT802 New Testament B – Letters [Overview of the New Testament]	3	
	HE801 Interpreting the Bible	3	
	TH801 Introduction to Theology	3	
Electives*	PM804 Christian Discipleship	3	
	PM805 Christian Spiritual Formation	3	
	Any 700 level Ministry Units		
Rules of Progression: Minimum of six 800 level units, maximum of two 700 ministry units. Students are required to complete six core units and two ministry elective units.			
Other Protocols of the course: Students completing the Graduate Diploma of Ministry in preparation for School Chaplaincy are required to complete the Educational Chaplaincy unit. *Note: further elective options will be added with the introduction of the MDiv award.			

MASTERS DEGREES

Perth Bible College offers the Master of Divinity and Master of Theology awards in association with the Australian College of Christian Studies (ACCS). ACCS is recognised by the Commonwealth Government as a Higher Education Provider, offering accredited higher education courses in theology and ministry.

MASTER OF DIVINITY (MDIV) 3 YEARS

CRICOS Course Code: 111955C

This qualification is designed for those who already have a Bachelor Degree in a discipline other than theology. The normal period of study is the equivalent of 3.0 years full time, i.e., 9 trimesters, 24 units, 144 credit points (ACCS units = 6 credit points each).

MASTER OF THEOLOGY (MTH) 1.5 YEARS

CRICOS Course Code: 111954D

This qualification is designed for those who already have a Bachelor Degree in Theology or related disciplines who wish to pursue a research pathway in their further studies. This qualification allows the student to build specialisations in the areas of Bible, Ministry, or Theology, and contains a major essay or research project which can provide a pathway to future doctoral studies. The normal period of study is the equivalent of 1.5 years full time, i.e., 4-5 trimesters, 12 units, 72 credit points (ACCS units = 6 credit points each).

Masters units are offered at PBC on a rotating basis. For the current listing of units available please consult the [Enrollment and Timetables](#) page at the Student Portal of the PBC website.

FLEXIBLE LEARNING

Our flexible learning option is directed at those who would like to study, but due to various circumstances, may not be able to attend classes internally (e.g., the ongoing need to work; raising children; distance from college; etc.). At present, a student may complete an entire diploma or graduate diploma at distance, with other subjects also available at Advanced Diploma and Degree level. Students can major in Pastoral Studies, Mission, Chaplaincy, or Christian Counselling.

Currently, PBC offers all classes via Zoom, enabling students to engage in class discussions and ask lecturers questions without needing to be physically in the classroom. Alternatively, lectures are recorded with the recordings available via the unit page on PBC Online.

REQUIREMENTS

The academic requirements to enter our external studies option are currently the same as those for students enrolling internally. The normal application process applies to external students, with the same fees and policies also applying.

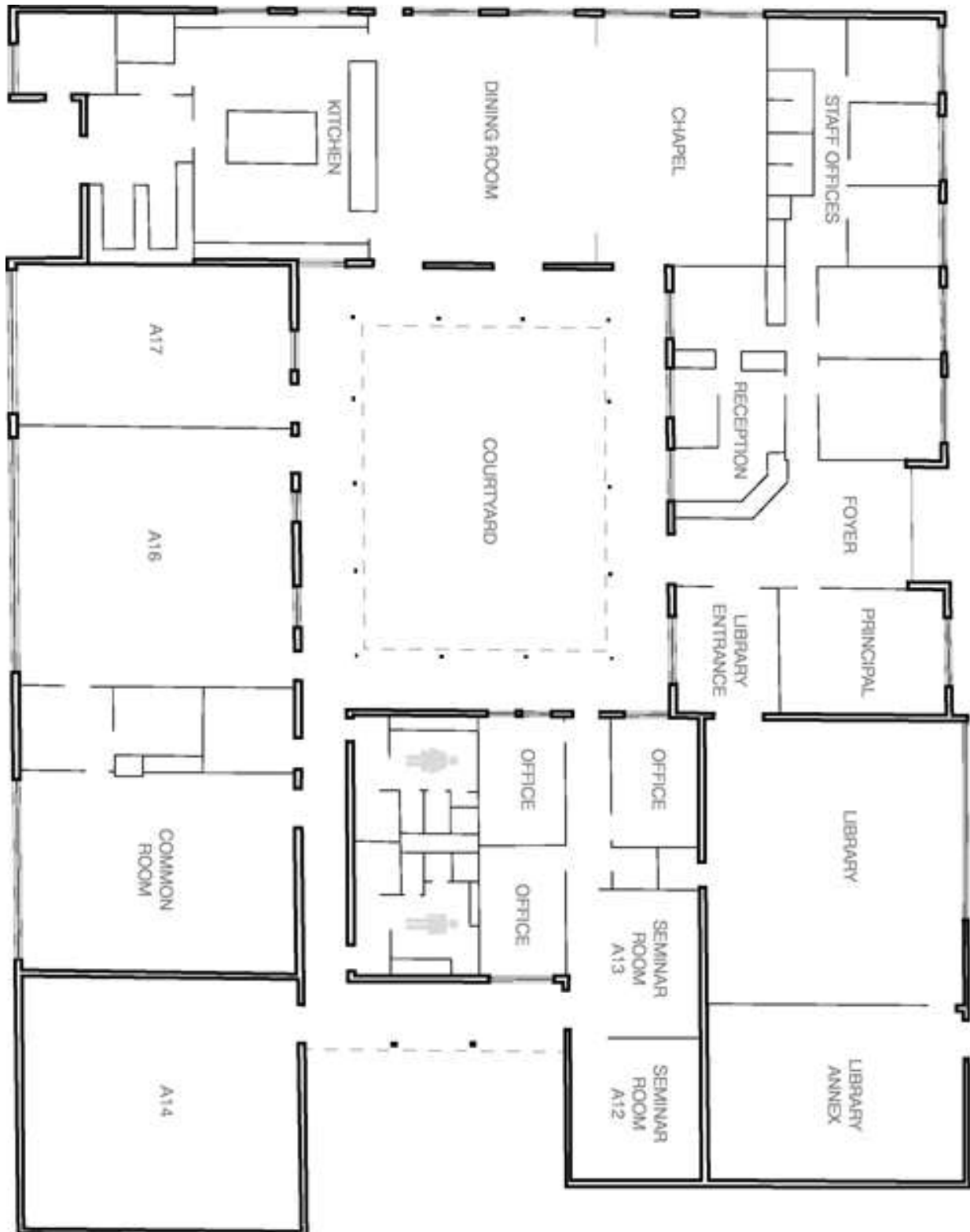
Being external to the main campus, however, does come with unique challenges. You will require a reasonable internet connection in order to download or stream class lectures, as well as other online resources. Lecturers will also provide readers of selected works to assist in your assignment research.

As a PBC student you will, naturally, have access to our online database where you can find relevant books and journal articles. However, physical access to our library may be limited by your distance from us, and so we highly recommend buying any required textbooks.

STUDENT SUPPORT

For further support or information please email college@pbc.wa.edu.au or call the office on +61 (0)8 9243 2000.

PLAN OF COLLEGE ADMINISTRATION BUILDING



Ensure Originality and Integrity



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Become a better writer by learning proper research and citation practices - Encourage students with greater engagement and richer feedback.

To support this process Turnitin has identified 10 types of unoriginal work*, ranked by severity and scored by frequency of appearance. Use this tool to help easily identify the ways that information use could fall into the category of unoriginal work

Better writing starts here!

Severity

Frequency

#1		Clone Submitting someone else's work, word-for-word, as one's own		9.5
#2		CTRL-C Containing significant portions of text from a single source without alterations		8.9
#3		CTRL-F Finding and replacing key words and phrases but retaining the essential content of the sources		3.9
#4		Remix Mixing paraphrased material from multiple sources		5.6
#5		Recycle Borrowing generously from one's previous work without citation		5.5
#6		Hybrid Combining perfectly cited sources with copied passages without citation		.5
#7		Mosaic Copied material from multiple sources, made to fit together		9.1
#8		404 Error Citing non-existent sources or including inaccurate information about sources		.6
#9		RSS Feed Including proper citation of sources but containing almost no original work		2.8
#10		Re-Post Including proper citation but relying too closely on the text's original wording and/or structure		4.4

*Based on findings from a worldwide survey of nearly 900 educators.

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WHITE PAPER The Plagiarism Spectrum

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About Turnitin 19

1.0 Introduction

An act of plagiarism would seem to be easy to recognize based on simple criteria: Is the work the author's own creation and written in the author's own words? If not, does the writing provide appropriate credit to previous work? Increasingly though, the lines of what constitute plagiarism are blurring as the Internet reshapes culture and education.

The Web's more interactive "Web 2.0" evolution has created an environment that encourages information sharing and values the remixing and remaking of original content. In this environment, plagiarism is easier to commit and originality more difficult to define.

This white paper distills a study of thousands of plagiarized papers, providing examples of 10 distinct types of plagiarism that comprise the vast majority of unoriginal work in student papers. These types are defined across a spectrum of intent and have been given titles to reflect both the influence of the Web on plagiarism and to help make the definitions more meaningful to the generation of students who are "digital natives."

Following the definition of types and examples, this paper will share tips for educators and administrators on how to best address the types through academic integrity policies, honor codes, and interventions in the classroom.

2.0 Defining Plagiarism: The Plagiarism Spectrum

The Plagiarism Spectrum is a guide to help educators, students, academics, and writers recognize the various forms of plagiarism. This spectrum moves plagiarism beyond the black-and-white definition of “literary theft” to one that captures the nuances of how plagiarism can take form.

As part of this study, Turnitin surveyed both higher and secondary education instructors to take a measure of how prevalent and problematic these instances of plagiarism are among their students. The Plagiarism Spectrum ranks the types of plagiarism by intent and then provides data on the prevalence and problematic nature of type based on the feedback from 879 survey respondents.

10 TYPES OF PLAGIARISM ORDERED FROM MOST TO LEAST SEVERE



1. CLONE:

An act of submitting another's work, word-for-word, as one's own.



2. CTRL-C:

A written piece that contains significant portions of text from a single source without alterations.



3. FIND-REPLACE:

The act of changing key words and phrases but retaining the essential content of the source in a paper.



4. REMIX:

An act of paraphrasing from other sources and making the content fit together seamlessly.



5. RECYCLE:

The act of borrowing generously from one's own previous work without citation; To self plagiarize.



6. HYBRID:

The act of combining perfectly cited sources with copied passages—without citation—in one paper.



7. MASHUP:

A paper that represents a mix of copied material from several different sources without proper citation.



8. 404 ERROR:

A written piece that includes citations to non-existent or inaccurate information about sources



9. AGGREGATOR:

The “Aggregator” includes proper citation, but the paper contains almost no original work.



10. RE-TWEET:

This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

3.0 Survey Findings and Implications

FREQUENCY SCORES

The survey data indicate that of the plagiarism types, the “Clone” appears to be the most prevalent as well as problematic (Fig. 1). The alignment between the severity of type (where it ranks in terms of intentionality) and the problematic nature of the type highlights how frequent instances of intentional plagiarism are occurring on academic campuses. Not far behind is “CTRL C,” which shares with the Clone the same unacknowledged appropriation of content or copy from another, single source.

The “Mashup” ranks behind the Clone in prevalence, but falls lower in the scale of severity. The high prevalence score reflects how often student papers manifest the mixing of unattributed source content, with the lower severity score leaving the door open with regards to intent. With the Mashup, an instance of plagiarism may very well be unintentional—the result of a lack of information on using sources appropriately or maybe because of cultural differences (educational systems in other countries are more accepting of students copying work).

“Remix” and “Recycle” also rank high in prevalence, though educators found these instances to be less problematic. Particularly, with Remix, the low problematic score seems to suggest that educators take a kinder view to this type. Although the student’s intent may have been to purposefully paraphrase content from multiple sources, that intent may potentially be a reflection of their inexperience with doing research papers or with writing academic papers in general (hence the lower problematic score).

Near the bottom of the prevalence standings are the “Hybrid” and the “404 Error,” a proxy for how difficult it may be for students to engage in these types of plagiarism.

PROBLEMATIC SCORES

With regards to both the Clone and CTRL C, their high problematic rankings reinforce the seriousness of the intent behind the plagiarism, but also underscore the challenge that educators encounter in identifying this type (Fig. 2). In keeping with this difficulty, the “Mashup” also appears relatively high on the problematic scale.

“Re-tweet” and “Remix” garnered especially low problematic scores, serving as an implicit acknowledgement of how common poor paraphrasing is as a practice for student writers. At the same time, the low scores seem to support the view that educators accept paraphrasing as a step in the process of students learning how to acquire and incorporate new knowledge when writing papers.

The “Aggregator” and “Recycle” also register lower on the problematic scale. Given that both types involve more original effort (as opposed to original writing) is likely the reason for the lower scores.

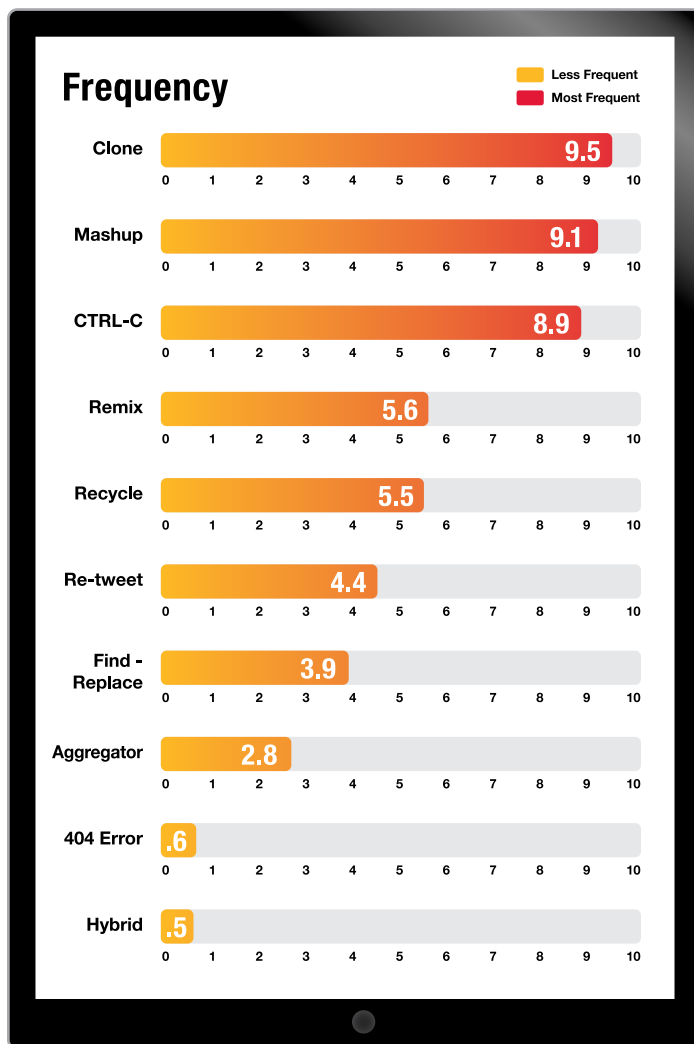


FIGURE 1 | Frequency Scores

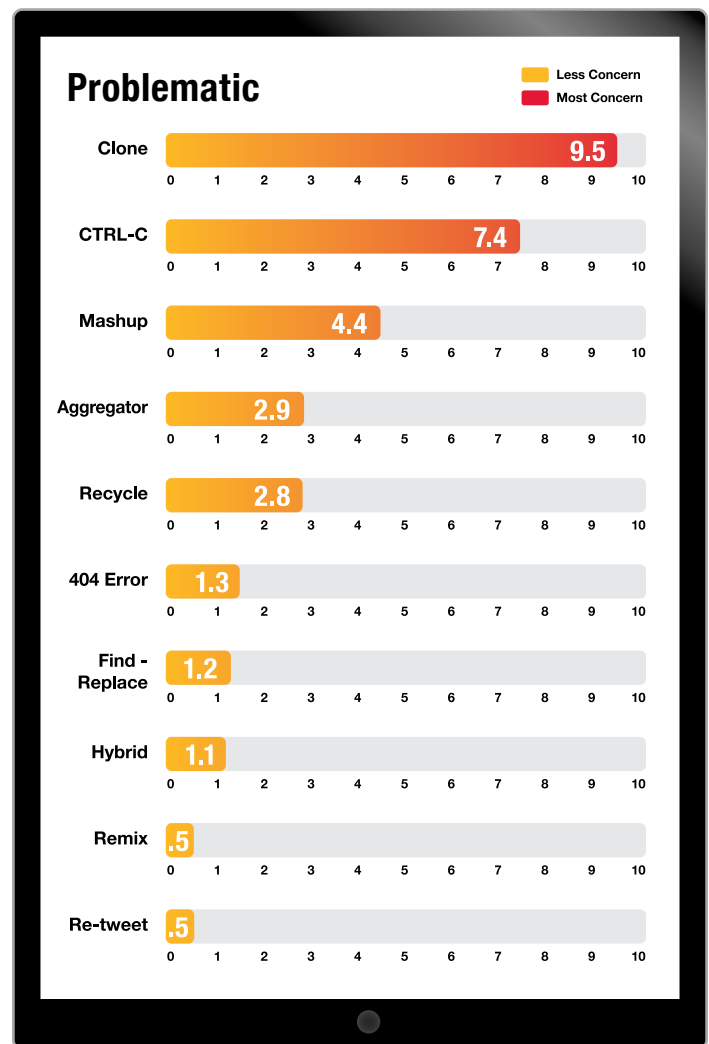


FIGURE 2 | Problematic Scores

4.0 Recommendations to Educators

Here are a few suggestions for how educators and administrators can consider the different types of plagiarism in designing their academic policies:

1. INTENT MATTERS

It has been said that the punishment should fit the crime. Academic policies too often take the approach of adopting a one size fits all response to plagiarism. This has led to policies that tend to be too extreme and bureaucratic (the latter reflecting the pressure of needing to justify extreme responses). The Plagiarism Spectrum emphasizes the range of intent, which when coupled with prevalence and problematic scores, provides educators with guidance in terms of developing appropriate academic responses. The Clone, with its high problematic and severity scores, warrants a more extreme response, whereas an instance of the Mashup, while fairly prevalent, does not demonstrate the same severity of intent and thus should not be handled in the same way.

2. GUIDE STUDENTS

There is a range of intent behind student plagiarism, highlighting the range of awareness that students may have about the ways in which plagiarism can take form. Educators would do well to provide students with information and guidance around the types, not only to help curb instances of unintentional plagiarism, but to also let students know that their instructors are wise to the ways in which they might inappropriately include information in their written work.

3. USE OriginalityCheck®

As instructors work with students on their drafts, they should give them access to view their Originality Reports in Turnitin. This will give students the opportunity to see where they may have improperly paraphrased or inadvertently misused a source. Also, consider asking students to address the Originality Report findings in a “reflection” assignment. What did the students learn about their papers through the Originality Report, and what steps will they take to address those concerns?

5.0 Conclusion

Today's digital culture has blurred the lines of originality and authorship. It is imperative that within this culture, writers, academics, and students have a clear sense of what constitutes plagiarism. Dictionary definitions and even campus academic honesty policies are often vague and do not necessarily address the types of plagiarism that occur.

The Plagiarism Spectrum works well as an educational tool to help students and writers of all levels to better understand what plagiarism is and how it takes form. In addition, academic institutions can use this spectrum to account for the differences between serious issues of academic dishonesty and that of the inadvertent misuse of sources. This understanding can better guide policy development in the appropriate responses to plagiarism in the classroom.

About This Survey

Turnitin surveyed 879 higher and secondary educators from around the world. Of the respondents, 28% were secondary instructors; 51% taught at 2-year or 4-year undergraduate schools and 20% taught at the graduate level. 33% of respondents taught English or writing Composition.


Level:


28% Secondary (7% Middle School + 93% High School)
12% 2-year college
39% 4-year college
20% Graduate +
1% Other


Subject:

33% English/Writing/Comp
38% Non-English
2% Librarian
27% Other

6.0 Appendix: Samples of Plagiarism by Type








Clone


Submitting another's work, word-for-word, as one's own

Frequency



9.5

Problematic



9.5

Original	Unoriginal
<h4>A Natural Setting</h4> <p><i>A History of Exploration and Settlement in Yosemite Valley</i></p> <p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p>	<h4>A Natural Setting</h4> <p><i>A History of Exploration and Settlement in Yosemite Valley</i></p> <p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p>



CTRL-C

Contains significant portions of text from a single source without alterations

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

The Beautiful Yosemite Valley

From the time of its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, possession on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. And Yosemite holds a special grip on the western mind, while perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.



Find - Replace

Changing key words and phrases but retaining the essential content of the source

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Beautiful Setting in Yosemite

Since its first discovery by non-native people in the mid-19th century Yosemite Valley has held a special, even sacred, hold on the American psyche because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mindset, perceptions about the Valley have evolved over time due to changing political movements, migration patterns and environmental issues as man has become more attuned to their relationship and impact on nature.



Remix

Paraphrases from multiple sources, made to fit together

Frequency



Problematic



Original

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Unoriginal

An Untouched View

A History of Settlement and Change in Yosemite Valley

The first non-natives to see Yosemite Valley were probably members of the mid-nineteenth century Joseph Walker Party, who crossed the Sierra Nevada from East to West. The first descriptions of Yosemite came almost 20 years later. From the start, the valley has been renowned for its natural beauty, and highly regarded as the centerpiece of Yosemite National Park, attracting visitors from around the world. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.



Recycle

Borrows generously from the writer's previous work without citation

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Ecology 201:

An Unnatural Expectation

The Impact of Exploration and Settlement in Yosemite Valley

From its first discovery by the Ahwahnechee in the mid-nineteenth century Yosemite Valley has held a unique, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time reflecting changing politics, human migration patterns and the rise of environmental concerns as man has become more attuned to his relationship and impact on nature.



Hybrid

Combines perfectly cited sources with copied passages without citation

Frequency

.5

0 1 2 3 4 5 6 7 8 9 10

Problematic

1.1

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. "Native Americans have lived in the Yosemite region for as long as 8,000 years. The first people that we have record of was a band of Native Americans that called the Valley "Ah-wah-nee" and themselves the Ahwahnechee."¹ While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

¹ "Yosemite Valley." Wikipedia. Wikipedia. 20 Apr. 2012.

<http://en.wikipedia.org/wiki/Yosemite_Valley>



http://pages.turnitin.com/plagiarism_spectrum.html

#7



Mashup

Mixes copied material from multiple sources

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, hold on the American conscience. The work of Ayres gave easterners an appreciation for Yosemite Valley and started a movement to preserve it. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature. The 1849 California Gold Rush led to conflicts between miners and natives, and the volunteer Mariposa Battalion was formed by the state of California as a punitive expedition against natives in the Yosemite area.



404 Error

Includes citations to non-existent or inaccurate information about sources

Frequency

.6

0 1 2 3 4 5 6 7 8 9 10

Problematic

1.3

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

Perceived Beauty: Man's Nature

Exploration and Settlement in Yosemite Valley

"Since its first discovery by the Joseph Walker Party in the mid-nineteenth century"¹ "Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all "special temples of Nature."² "While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature."³

¹ For an insightful discussion of Walker's expedition, including an extended description of their first sight of Yosemite Valley, see Walker's original piece in *The Golden Times*. May 5, 1833 : p. 4. Print.

² Bloom, H. "Aesthetics of the Found: The 'Nature' of the Natural." *Aesthetics and the Found*. November 2000 : 18-22. Print.

³ Huang et al. "Politics, Policy, and the Environment." *Nature and Society*. 25.3 (1997) : 127-53. Print.



Aggregator

Includes proper citation to sources but the paper contains almost no original work

Frequency

2.8

0 1 2 3 4 5 6 7 8 9 10

Problematic

2.9

0 1 2 3 4 5 6 7 8 9 10

Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A Natural Setting

*A History of Exploration and Settlement in Yosemite Valley*¹

Yosemite Valley was first sighted by non-Indians in 1833 by Joseph Rutherford Walker and his group of explorers.² Yosemite has a long and diverse cultural history that helped to shape the region, country, and even the world.³ While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to their relationship and impact on nature.⁴

¹ Harrick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996) : 41-50. Print.

² "History of Yosemite," *Yosemitegold.com* Ace & Friends, n.d. Web. 24 Apr. 2012. <<http://www.yosemitegold.com/yosemite/history.html>>

³ "Yosemite National Park Cultural History," *Yosemitepark.com* DNC Parks and Resorts at Yosemite, Inc., n.d. Web. 24 Apr. 2012. <<http://www.yosemitepark.com/cultural-history.aspx>>

⁴ Harrick, C. "A Natural Setting," p. 41.



http://pages.turnitin.com/plagiarism_spectrum.html

#10



Re-tweet

Includes proper citation, but relies too closely on the text's original wording and/or structure

Frequency



Problematic



Original

Unoriginal

A Natural Setting

A History of Exploration and Settlement in Yosemite Valley

Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.

A History of Exploration and Settlement in Yosemite Valley

From its earliest discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a spiritual hold on the American conscience; its beauty is incomparable and has been held up as one of the grandest of all special temples of Nature. While Yosemite has a special grip on the western mind, impressions about the Valley have evolved over time, shaped by changing politics, migration patterns and environmental concerns as mankind has become more attuned to its relationship and impact on nature.¹

¹ Harrick, C. "A Natural Setting." *Nature and its Discontents* 23.1 (1996): 41-50. Print.

About Turnitin

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Perth Bible College Academic Misconduct Penalty Scheduleⁱ

Level	Definition and Examples	Frequency	Penalty/-ies applied	Misconduct assessed and penalty given by:	Documentation
Level 1 – Minor Breach of Academic Integrity	<p>Minor plagiarism (refer to <i>The Plagiarism Spectrum</i>ⁱⁱ: #7 Mashup, #8 404 Error, #9 RSS Feed and #10 Re-tweet)</p> <p>Unintentional result of improper use, or inadequate referencing conventions.</p> <p>Direct quotes not referenced or paraphrasing too close to the original.</p>	First Instance	Usually, <i>no penalty</i> applied for undergraduate students within their first 24 credit points ⁱⁱⁱ of study. They will have the opportunity to resubmit the assignment and be marked on the same scale of assessment.	Lecturer	<p>Misconduct, penalty, and resubmit date recorded on the Assessment Item.</p> <p>Notice sent to College Office who will record the resubmit date and Dean of Studies who will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>
			For undergraduate students who have already completed 24 credit points of study as well as post-graduate students, <i>marks can be deducted</i> in accordance with the level of breach.	Lecturer	<p>Misconduct and penalty recorded on the Assessment Item.</p> <p>Notice sent to Dean of Studies who will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>
		Second Instance	Undergraduate students who have not completed their first 24 credit points, <i>marks can be deducted</i> for the assessment item according to the severity of breach.	Lecturer	<p>Misconduct and penalty recorded on the Assessment Item.</p> <p>Notice sent to Dean of Studies who will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>
			For undergraduate students who have already completed 24 credit points of study as well as post-graduate students, <i>a zero mark</i> will be awarded for the assessment item and a warning that further breaches will be referred to the Dean of Studies.	Lecturer	<p>Misconduct and penalty recorded on the Assessment Item.</p> <p>Notice sent to Dean of Studies who will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>

		Third Instance	Undergraduate students who have not completed their first 24 credit points, a zero mark will be awarded for the assessment.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>
			For undergraduate students who have already completed 24 credit points of study as well as post-graduate students, N-Fail will be awarded for the unit.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will also be notified to record an N-Fail for the unit in Paradigm.</p>
Level 2 – Moderate Breach of Academic Integrity	<p>Moderate plagiarism (refer to <i>The Plagiarism Spectrum</i>: #4 Remix, #5 Recycle, #6 Hybrid)</p> <p>Re-submission of a previously graded assessment item for another assessment brief, as a whole or in a substantial form</p> <p>Collaborating with another person, including another student, about work for an assessment and presenting it as own</p>	First Instance	Undergraduate students within their first 24 credit points of study that have had no previous record of academic misconduct, a penalty of a maximum of 50% will be given for the assessment item. For students with a recorded history of minor breaches, a maximum of 40% will be given for the assessment item.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>
			For undergraduate students who have already completed 24 credit points of study as well as post-graduate students will receive a zero mark for the assessment item.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers.</p>

	<p>work (excluding when explicitly allowed)</p> <p>Fabrication or changing of data, information or results for assessment items other than Research Essays</p>	Second Instance	All students will receive an N-Fail mark for the unit.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will also be notified to record an N-Fail for the unit in Paradigm.</p>
		Third Instance	All students will receive an N-Fail mark for all their enrolled units. This may also affect their Standing at the College.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will also be notified to record an N-Fail for all enrolled units in Paradigm.</p>
Level 3 – Major Breach of Academic Integrity	<p>Major plagiarism (refer to <i>The Plagiarism Spectrum</i>: #1 Clone, CTRL-C, #3 Find-Replace)</p> <p>Cheating in Exams</p> <p>Fabrication or changing of data, information or results for Research Essay assessment items</p> <p>Submitting someone else's work as own work or writing an</p>	First Instance	All students will receive an N-Fail mark for the unit.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will also be notified to record an N-Fail for the unit in Paradigm.</p>
		Second Instance	All students will receive an N-Fail mark for all their enrolled units. This may also affect their Standing at the College.	Dean of Studies	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will</p>

	assignment for another student.				also be notified to record an N-Fail for all enrolled units in Paradigm.
		Third Instance	All students will receive an N-Fail mark for all their enrolled units and an additional exclusion from enrolment from the College for one academic year.	Dean of Studies and Dean of Academics and Research	<p>Misconduct and penalty recorded in an official letter and given to the student. A copy of the official letter will be placed on the student's record.</p> <p>Dean of Studies will record the breach in the Misconduct Register and inform the student's other current lecturers. The College Office will also be notified to record an N-Fail for all enrolled units in Paradigm.</p>

ⁱ Based upon the University Policy on: Academic Misconduct of the University of Western Australia, <http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?policy=UP07%2F21> accessed on 25 November 2019.

ⁱⁱ Refer to *White Paper - The Plagiarism Spectrum*, www.turnitin.com

ⁱⁱⁱ 24 credit points (8 study units) is equal to one year of studies completed