# ACADEMIC BULLETIN 2024

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## COVER NOTE

Fulton Adventist University College reserves the right to review and change the academic policies, regulations, procedures, programmes and modules in the Academic Bulletin at any time in accordance with its academic processes and the need of the College.

# OVERVIEW

Fulton Adventist University College was established to serve the needs of the church and contribute to the wider Pacific community's growth, development and success. Its education system is centred on the harmonious development of the physical, mental and spiritual powers that prepare students for the joy of service in this world and for the higher joy of wider service in the world to come (White, Education, 1958 p. 13).

## VISION
The preferred tertiary education provider upholding Christian values in the Pacific.

## MISSION
Empower graduates through quality Adventist education for dedicated service.

## VALUES
Vibrant faith, open-mindedness, creative thinking, honesty, the pursuit of excellence, respect diversity, positive learning environment, holistic and healthy.

## STATEMENT OF PHILOSOPHY
Fulton offers an education that motivates youths on the threshold of life that they may be ready to take their places as good citizens, well prepared for the practical experiences of living, fully developed physically, God-fearing, with characters untarnished and hearts true to principles (White, 158 p.8).

Hence it is Fulton's intention to provide educational programmes that embrace a holistic approach to true education for the training of the whole person. Intellectually imparting relevant, up-to-date knowledge so that students develop the mental capacity to think critically and analytically and not mere reflectors of others' thoughts. Physically, education is intended to involve students in work programmes and recreational activities to gain physical work and also improve their ability to interact and be able to create and maintain healthy relationships. Spiritually, to help students develop faith in God and hope in His promises. In integrating these values in learning and teaching, Fulton aims to produce graduates who are qualified and empowered to serve the church and the Pacific communities effectively and efficiently.

## PURPOSE
*Spiritual:*
- To demonstrate to students that Christian philosophy touches every area of life.
- To encourage students to become and remain aware of the importance of their individual commitment to God.
- To provide opportunities for and encourage students to develop and maintain their own personal devotional life.
- To provide opportunities for students to make and secure lifetime decisions for Christ in worship, church services, Bible classes and through personal interaction with staff and other students.
- To provide opportunities for students to participate in church outreach and worship programmes.

*Intellectual:*
- To demonstrate that all areas of academic study need to be approached within a true Christian framework.
- To assist students to recognize and achieve their full potential, both academically and throughout life.
- To encourage the achievement of academic excellence through cooperation rather than competition.

- To identify students who may be experiencing difficulties (for whatever reason) and to provide appropriate remediation and counselling.

*Social:*
- To prepare students for responsible citizenship, leadership and family life.
- To foster harmony in all social interactions by encouraging understanding, respect and love for all people, whether from the same culture or cross-culturally.
- To encourage healthy and responsible Christian interaction between genders.
- To provide opportunities for students to develop lasting friendships across the barriers of religion, age, race and culture.
- To develop in students a sense of responsibility and accountability for all they do.

*Physical:*
- To foster balanced physical development through a well-developed work study programme.
- To encourage students to adopt and practice sound health principles.
- To provide a broad range of activities whereby students can develop skills that will be useful in life.

## GUIDING PRINCIPLES
As Christian educators, the faculty and staff of Fulton are committed to the following principles:
- Integrity
- Excellence in all that is attempted
- Commitment to God, people, task and the institution
- Respect for all
- Understanding others
- Forgiveness as an expression of grace
- Compassion for all in need

## HISTORICAL BACKGROUND
The need for a training school in Fiji for Seventh-day Adventists was recognized at the turn of the century by pioneer missionary John E. Fulton. The property was secured at Buresala on the island of Ovalau and the Buresala Training School was opened in 1905. Other training institutions were later established in Navuso (Wainibuka, Vitilevu), Samambula (Suva) and Vatuvonu (Vanualevu).

To respond to rising education standards and to overcome the inconvenience of the Ovalua and Navuso sites, the church decided to consolidate their educational work in Fiji. A site on Kings Road Tailevu, about 150 kilometres from Suva, was secured and the relocation and construction of new premises commenced in 1940. Several buildings from the old school sites (Buresala & Navuso) were dismantled, transported to the new site and reconstructed. The new institution, named in honour of Pastor John E. Fulton, opened in 1941 and quickly drew enrolments from all parts of the South Pacific. In 2014, Fulton relocated from Tailevu to a new property at Sabeto in Nadi.
Fulton has continued to respond to the educational needs of the Pacific Islands and has developed degree and postgraduate programmes, gained accreditation from national, regional and international bodies like Higher Education Commission Fiji (HECF); South Pacific Association of Theological Schools (SPATS) and the Accreditation Association of Seventh day Adventist Schools, Colleges and Universities (AAA) and seen its graduates employed by organisations and governments throughout the region.

To achieve greater synergy between its educational institutions, the church has established the Adventist Tertiary Network (South Pacific) of which Futon is a member. The purpose of this

network is to provide networking and support for all institutions as well as synergies in infrastructure.

**REGIONAL AND INTERNATIONAL PERSPECTIVE**
With Fiji being the hub of the Pacific, Fulton serves as a regional training institution attracting students from Fiji, American Samoa, Cook Islands, French Polynesia, Kiribati, New Caledonia, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu including New Zealand, Australia, America and Albania. The College also seeks to employ faculty and staff from these countries to encourage this regional and international perspective.

**ACADEMIC RECOGNITION AND ACCREDITATION**
In 2012 the College has been academically registered and recognized as a University College by Higher Education Commission Fiji (HECF) and its qualifications have been placed on the Fiji Registration of Qualification in 2015. On 21 November 2018, the College was registered by Higher Education Commission Fiji as *Fulton Adventist University College.*

Programmes that are accredited by HECF are:
- Certificate in Foundation Studies
- All Diploma programmes (Education, Theology & Business)
- Bachelor of Education
- Bachelor of Business
- Honors/Postgraduate

Since 1987, Fulton programmes have been accredited by the Accreditation Association of Seventh-day Adventist Schools, Colleges and Universities (AAA) - a professional organisation which peer reviews the operations of all Seventh-day Adventist institutions throughout the world.

Since 1987, the South Pacific Association of Theological Schools (SPATS) has accredited the Diploma in Theology and later the Bachelor and the Honours or the Postgraduate in 2014.

In 2013, Fulton signed a memorandum of understanding (MOE), to work collaboratively with other Adventist Higher Education institutions in Australia and the South Pacific. These institutions include Pacific Adventist University (PNG), Sonoma Adventist College (PAU affiliated), Avondale University College (Australia) and Mamarapha College (Australia).

# DEPARTMENTAL MISSION STATEMENTS

**BUSINESS DEPARTMENT MISSION STATEMENT**

To prepare Business graduates to be professionals with physical, mental and spiritual powers, enabling them to be masters and not dominated by circumstances.

**EDUCATION DEPARTMENT MISSION STATEMENT**

To empower graduates through quality Adventist Education, who are competent, committed and dedicated for service to the South Pacific.

**THEOLOGY DEPARTMENT MISSION STATEMENT**

To produce quality ministerial graduates for the Seventh-day Adventist Church in the South Pacific Division who are theologically sound, spiritually mature, socially adaptable and pastorally experienced.

**FOUNDATION STUDIES MISSION STATEMENT**

To nurture a community of learners who embrace diversity, pursue excellence, and uphold the values of Christian education.

# PROGRAMME OF STUDY

**ON CAMPUS**
**Level 8**
Bachelor of Theology Honors
Postgraduate Diploma in Theology
Bachelor of Education Honors (Primary)
Postgraduate Diploma in Education (Primary)

**Level 7**
Bachelor of Business (Accounting & Management)
Bachelor of Business (Information Systems)
Bachelor of Business (Marketing & Management)
Graduate Diploma in Accounting
Graduate Diploma in Information Systems
Graduate Diploma in Marketing
Graduate Diploma in Management
Bachelor of Education (Early Childhood)
Bachelor of Education (Primary)
Bachelor of Theology

**Level 6**
Diploma in Business (Accounting & Management)
Diploma in Business (Information Systems)
Diploma in Business (Marketing)
Diploma in Education (Early Childhood)
Diploma in Education (Primary)
Diploma in Theology

**Level 4**
Certificate in Foundation Studies
National Certificate in Teaching TVET (NCTTVET)

**OFF-CAMPUS**
Certificate in Education Primary (Solomon Islands)
Certificate in Theology (Vanuatu & Solomon Islands)

# QUALITY ASSURANCE

Programmes of study at Fulton are regularly reviewed and subjected to rigorous quality assurance controls. The quality assurance process at Fulton involves personnel and processes, both internal and external to the institution, including internal annual evaluations of programmes and performance management of faculty and staff and the external assessments of the institution's practice and standards.

## INTERNAL

The internal quality assurance processes involve:
- Internal moderation of assessments and examinations
- External moderation of final year modules by academics of other institutions when possible. The feedback to the department is then discussed in the Course Board and tabled at the Academic Committee.
- Academic student survey results of their learning and teaching experience in Fulton.

## EXTERNAL

The external quality assurance processes involve accreditation by:
- Higher Education Commission Fiji (HECF)
- The South Pacific Association of Theological Schools (SPATS)
- Adventist Accreditation Association of the Seventh-day Adventist Schools, Colleges and Universities (AAA)

Participation by the institution in this mutual review process enables the College to meet international established standards and criteria for academic excellence.

## GOVERNANCE

The College is governed by the Fulton Board appointed by the Trans Pacific Union Executive Committee at the beginning of each quinquennium. The Fulton Board meets once every four months (three times a year). The function of the Board is to provide a strategic direction for the College operation, approving policies and monitoring their implementation in the life and operation of the College.

## FULTON ADVENTIST UNIVERSITY COLLEGE BOARD [2021-2025]

**Pr Maveni Kaufononga:**                                        TPUM President & Chair
BATheo *PAU, PNG;* MA *Avondale, Aust;* MBA *USP, Fiji*
**Dr Ronald Stone:**                                        Fulton Principal & Secretary
Dip Theo *Fulton, Fiji*; BA Theo *PAU, PNG*; MA Theo
*Avondale, Aust*; PhD (BibStud & OldTes) *AIIAS, Philippines*
**Fraser Alekevu**:                                        TPUM CFO
BCom(Accounting) *PAU, PNG;* MA(Lead&Mngt) *Avondale, Aust*
**Mere Vaihola:**                                        TPUM Education Director
MEd(CurrStudies) *Avondale, Aust*
**Pr Nasoni  Lutunaliwa**                                        Fiji Mission President
BA Theo *Fulton, Fiji;* MA *Avondale, Aust*
**Prof Teatulohi Matainaho:**
PhD Queensland; Aust                                        PAU Vice Chancellor
**Dr Limoni Manu:**                                        SPD Education Director
Dip Theo Fulton, Fiji; BA Theo PAU, PNG; MA Theo
Avondale, Aust; PhD (Religion & Systematic) AIIAS, Philippines
**Peni Bolatui**                                        Lay Person (Entrepreneur)
GradDip(FinancialSer&Risk Mngt; Senior Associate:Aust/NZ
Institute of Insurance & Finance

**Adi Litia Vateitei**                                                    Lay Person (Lawyer)
LLB, GradDip(Professional-Legal Practice) *USP;Fiji*
*Barister & Solicitor: Fiji High Court*
DipEd, BEd *PAU, PNG;* PGDip (BusAdmin), MBA *USP, Fiji*
**Dr Erik Katovai:**                                                      Lay Person (USP Lecturer)
BED,BSc *PAU, PNG;* MSc *Queensland;* PhD *James Cook, Aust*

**BOARD INVITEES:** Deputy Principal (DP); Business Manager (BM); Director of Student Services (DOSS)

# ORGANISATIONAL STRUCTURE

There are six subcommittees of the Fulton Board: Finance; Audit; Quality Assurance; Strategic Planning; Personnel and Appeals committees. These committees receive reports from the institution and address issues from an external perspective making recommendations to the Board.

The College is administered by the Officers (Principal; Deputy Principal; Business Manager and Director of Student Services) in which the Principal is the overseer or head of the institution. The Officers of the College informs the Administrative Committee of issues and matters about the operation of the College and also receive advice from the Administrative Committee.

In terms of internal College committees, the Administrative Committee is the highest and the members of the committee includes the four Officers; the Heads of each discipline and staff representatives. The committee meets monthly and receives reports from various subcommittees.

The Academic Committee is a standalone committee monitoring all academic needs, processes and progress of learning and teaching. The committee members are the Principal; Deputy Principal (Chair); Registrar (Secretary); Academic Quality Assurance Officer; Heads of Departments; Course Directors and the Library Manager. The committee receives reports from the Learning and Resource Committee and from the four departments (Education, Business, Theology and Foundation Studies). It also oversees the professional development of the faculty and the accreditation and quality assurance of the academic programmes.

The infrastructure Committee monitors the development and maintenance of the institution, and the physical resources of the learning and teaching process including the internet.
The Student Affairs Committee monitors the co-curricular student life of the College, including the spiritual, social, residential and work education responsibilities. The Student Council report to this committee which also includes significant student representation.

The PR/Promotion/Alumni Committee monitors the profile of the College positioning it as a tertiary institution and maintaining relationships with all its stakeholders.

# ACADEMIC FLOW CHART

**Fulton Adventist University College Board**

**Principal** ——— Admin Committee

**Deputy Principal**      **Business Manager**      **Director of Student Services**

Academic Committee ———

Registrar

Academic Quality Officer

Library

Faculties — Heads of Departments

Course Directors

Practicum Coordinators

Lecturers
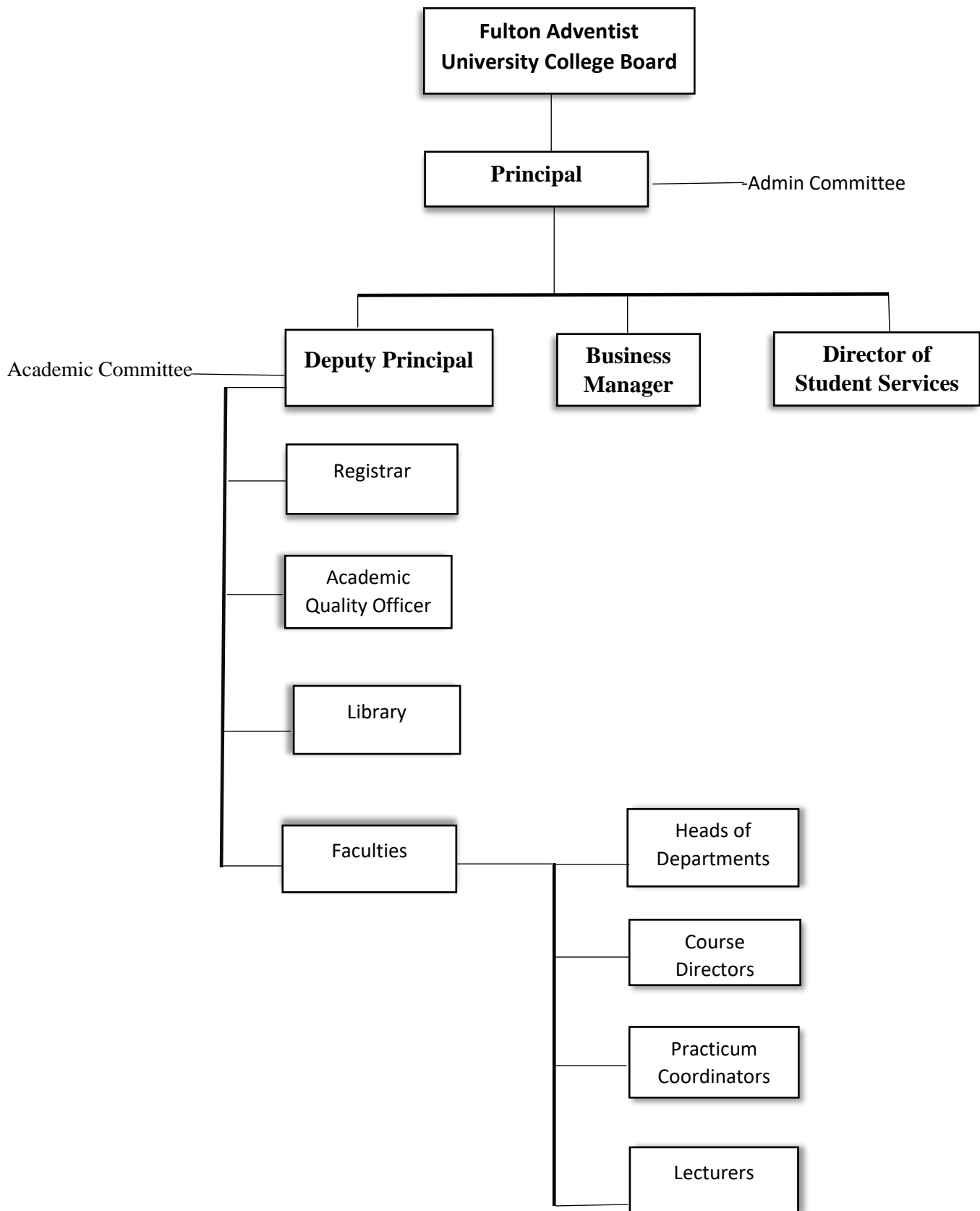
# ADMINISTRATORS & FACULTIES

**ADMIN OFFICERS**
**Dr Ronald Stone (Principal):**
Dip Theo *Fulton, Fiji*; BA Theo *PAU, PNG*; MA Theo *Avondale, Aust*; PhD (BibStud & OldTes) *AIIAS, Philippines*
**Dr Rejeli Liligeto (Deputy Principal):** CEd(Primary) *LTC Fiji;* Dip/BA(Mngt/PAdmin/Soc)*USP, Fiji;* GDip(InternMngt);PGDip & MMS(Marketing)*Waikato, NZ;* PhD(Marketing)*USP,Fiji*
**Elise Napaá (Business Manager):** DipEdSec *TongaTC*; BBus(Acc)*PAU,PNG;* MA(Lead&Mngt)*Avondale, Aust*
**Pr Ilaitia Wacequcequ (Director of Student Services):** BTheo *Fulton, Fiji*

## ACADEMIC OFFICERS

**Dr Rejeli Liligeto (Coordinator):** CEd(Primary) *LTC Fiji;* Dip/BA(Mngt/PAdmin/Soc)*USP, Fiji;* GDip(InternMngt);PGDip & MMS(Marketing)*Waikato, NZ;* PhD(Marketing)*USP,Fiji*
**Nellie Manuca (Registrar):** BBus(IS*) Massey, NZ*
**Jean Alagappan (Academic Quality Officer/HRM):** BBus SwinburnUniTech *Melb, Aust;* MBA(HRM) AustInstBus *Adel, Aust*

# FACULTIES

## THEOLOGY

**Dr Limoni Manu (HOD & Lecturer)**: DipTheo *Fulton, Fiji;* BATheo *PAU, PNG*; MATheo *Avondale, Aust.,* PhD(Religion/Systematic) *AIIAS, Philippines*
**Pr James Alagappan (Course Director & Lecturer):** BATheo *Spicer, India*; MA(PracTheo & Missiology) *AIIAS, Philippines;* DMis (In progress) *Fuller Theological Seminary, USA*
**Dr Tabua Tuima (Lecturer):** DipTheo *Fulton, Fiji;* BATheo *PAU, PNG;* MA(Religion) *Avondale, Aust;* PhD(Religion/OldTest) *AIIAS, Philippines*
**Pr Inoke Matoto (Lecturer):** Dip, BTheo *Fulton, Fiji;* MA(BibStud&OldTest) *AIIAS, Philippines;* GradCert (E.G. White/AdventStudy)(In progress) *AIIAS, Philippines*
**Pr. Eliki Kenivale (Lecturer):** BATheo, *PAU, PNG*; MDiv, *AIIAS, Philippines*

## EDUCATION

**Casper Hillary Meiya (HOD & Lecturer***):* BEd *USP, Fiji;* MA(Ed) *Deakin, Aust*
**Josevata Sumo (Course Director & Lecturer):** BEd, PGDipEd, MEd *USP, Fiji*
**Akanisi Tabore Lanyon (HOD & Lecturer)***:* DipEd *Fulton, Fiji;* BEd, PGDipEd, MEd *USP, Fiji*
**Lusiana Leitabu (PracCoord & Lecturer**): BEd *PAU, PNG*; MEd(CurStud) *Avondale, Aust*
**Ryan Whippy (Lecturer**): Dip,BEd *Fulton, Fiji;* Bed *PAU, PNG*; Cert IT *USP, Fiji*; PGD Ed *USP, Fiji*; MEd *USP, Fiji*
**EARLY CHILDHOOD EDUCATION**

**Martha Komaitai (Coord & Lecturer):**BECE, PGDipEd *USP, Fiji;* MEd (In progress) *USP, Fiji*
**Teupola Nayaca (Associate Lecturer):** BECE, PGDipEd *USP, Fiji;* MEd (In progress) *USP, Fiji*

**BUSINESS**

**Anil Singh (HOD & Lecturer:Accounting&Management):** DipEd *Fulton, Fiji;* BEdSec(Acc) *PAU, PNG;* PGDip, MA(ProfAcc); *PGDip (IS) USP, Fiji;* MSc(IS) (In progress) *USP, Fiji*
**Lorena Matoto (Course Director & Lecturer:Information Systems):** BSc(CompSc) *Advt Uni, Philippines;* MA(EdAdmin) *AIIAS, Philippines;* PGDip(IS) (In progress) *USP, Fiji*
**Kirti Singh (Lecturer:Accounting&Management):** Cert *USPTAFE*; DipEd(Acc/Eco) *FCAEd, Fiji;* BCom(Acc/IS); PGDip(Acc); MCom(Acc) *USP, Fiji*
**Jean Alagappan (Lecturer:Accounting&Management):** BBus SwinburnUniTech *Melb, Aust;* MBA (HRM) AustInstBus *Adel, Aust*
**Jale Koroitubuna (Assistant Lecturer:Information Systems):** BBus (IS) *Fulton, Fiji*
**Litiana Drudru (Lecturer:Marketing):** BCom (HRM/Marketing); PGDip (Mgt/PAdmin); MCom (Mgt/PAdmin Mktng) *USP, Fiji*
**Dr Rejeli Liligeto (Senior Lecturer:Marketing):** CEd(Primary) *LTC Fiji;* Dip/BA(Mngt/PAdmin/Soc)*USP, Fiji;* GDip(International Mngt); PGDip (Marketing); MMS(Marketing)*Waikato, NZ;* PhD(Marketing)*USP,Fiji*


**FOUNDATION STUDIES**

**Debra Tavita Ratumaiyale (HOD & Lecturer):** BEdSec *PAU, PNG*; MEd(CurrStud) *Avondale, Aust*
**Kelera Suka (Lecturer**): CEd (Primary) *Fulton, Fiji*; BEd (Primary) *PAU, PNG*; PGDip (Primary*) USP, Fiji;* MEd *USP, Fiji*


**LIBRARY**

**Frances Chute (Library Manager**): Cert *APTC;* DipLib(InforSystem); BA(Hist/Politics&Soc); PGDip(DevtStudies) *USP, Fiji*
**Vaseva Ratu (Ass Librarian-Reader Service**): BEd *LomaLinda, USA;* DipLib(InforSystems) *USP, Fiji*

**CONTACT INFORMATION:**
Telephone Numbers: (679) 4005111/ 9993118/ 7760794
## Mailing Address:
Fulton Adventist University College
Private Mail Bag
Nadi Airport
Fiji

## Webpage:
www.fulton.ac.fj
## Emails:
infor@fulton.ac.fj (mcoulson@fulton.ac.fj/nmanuca@fulton.ac.fj/ ekevitibau@fulton.ac.fj)
## Office Hours:
Monday – Thursday: 8.30 am-12.30pm & 1.00-5.00pm
Friday: 8.30am-1.00pm

# ACADEMIC POLICIES AND REGULATIONS

**ADMISSION POLICIES AND PROCESSES**

Fulton welcomes all qualified applicants who wants to pursue academic study through its campus. While the Seventh-day Adventist Church in the South Pacific financially supports the institution, and the majority of students are Seventh day Adventist, the College requires no specific religious affiliation for admission. **Admission and <u>continuation of enrolment</u> at the institution are dependent on availability of space, evidence of good character, intellectual competence and a willingness to respect the faith, belief, missions and lifestyle expectations of the Seventh-day Adventist Church.**

Each department carefully monitors the level of academic rigour in each course of study and follows a programme of progressive academic assessment designed to teach personal accountability and responsibility in all academic areas. A high standard of spoken and written English is expected of all students enrolled in all programmes.

Fulton provides a balanced educational programme that fosters the intellectual, physical, emotional, social and spiritual growth of its students. Fulton emphasizes not only personal and professional development but also the acceptance of values that motivates its graduates toward lives of dedicated service to the glory of God in the wider community.

**All students accepted for study at Fulton <u>must sign</u> an agreement that while registered students of the College, they will adhere to the high moral standards of the College and not consume alcohol, use tobacco, betel nut and illicit drugs on or off campus or bring such substances into the campus.**

The seventh day Sabbath is commemorated from sunset Friday evening to sunset Saturday evening. Students are expected to respect this period and refrain from activities that would interfere with the personal and organized worship programmes during this period. All students are invited to attend and participate in these worship programmes.

Security of students and staff is a concern of the College. Students are expected to support the various security initiatives undertaken by the College Administration.

**APPLICATIONS**

Applications forms for studying at Fulton are available from:
- Fulton Adventist University College: website, emails, telephone, in person or the Regional Mission Centres.

Applications should include the following documents:

- A complete official application form
- Passport size photo (Fijian students: 1; Regional & International: 3)
- Certified copies of relevant documents:
  -birth certificate
  -certificates and results confirming student qualification by a Commissioner of Oaths; JP or an Administrative Officer. All documents must have the official stamp of the signatory.
- Academic and character references (send direct to the College by the referees)
- Medical report
- Police clearance
- Fee guarantee statement and sponsorship letter

Completed applications forms and the above supporting documents should be sent to:

The Registrar
Fulton Adventist University College
Private Mail Bag
Nadi Airport
Fiji

Applications should be submitted no later than 15 January of each year. Applications will be considered only if all the required information is enclosed with the application form.

All documents submitted with the application will **NOT** be returned. If you do not wish to submit original documents, then you should submit copies that have been certified by a Commission of Oaths; JP or an Administrative Officer and stamped. Your application will be rejected if documents show alterations, erasures of any kind or falsification. The Academic Office may require the sighting of original documents before confirming an applications acceptance to the College. If subsequently, it is discovered that the presented documents had been altered or are forgeries, Fulton will immediately de-register that student and annul any credits earned.

## ADMISSION PROCESS

The Academic Committee has delegated this responsibility to the Registrar. Where the Registrar has questions, she will consult the Head of Department concerned and the Deputy Principal. The Registrar will report on admission to the Deputy Principal and the Academic Committee. Fulton may decline to admit any person in any year or course of study on the following grounds:

- Applicants not satisfying the academic requirements at Fulton or at other higher institution
- Applications exceeding the quotas that have been set by the Academic Committee for a given programme
- Applicants not satisfying Fulton's high moral standards

Fulton reserves the right to decline admission to any person without necessarily specifying the reason.

## ADMISSION CRITERIA

The Admission Criteria are to be used as a guideline for entry requirements. There may be exceptional individual cases that are subject to the discretion of the Course Board and the approval of the Academic Committee.

**Post Graduate Diploma in Theology**

Applicants to the Post Graduate Diploma must have successfully completed the Bachelor of Theology program with a minimum GPA of 2.75.

**Bachelor of Theology**

- Pass in Fiji Year 13 Exam or its equivalent including a pass in English and Mathematics OR
- Pass in Fulton Foundation Studies with a GPA of 2.00 with a pass in English OR
- A mature age student (over the age of 22) who passes all FS modules in the first semester of his/her study
- A score of 65 and above in the Mature Age Examination for those over the age of 22 years in the year of entry.

**Post Graduate Diploma in Education**

Applicants to the Post Graduate Diploma must have successful completion of the Bachelor of Education (Primary) and Bachelor of Education (ECE) or its equivalent program with a minimum GPA of 2.75.

**Bachelor of Education (Primary) and Bachelor of Education (Early Childhood Education)**

- 250 points in FSF7E or its equivalent including a pass in English and Mathematics OR
- A pass in the Foundation Studies with a minimum GPA of 2.00 in the Education stream with a pass in English and Mathematics
- A mature age student (over the age of 22) who passes all FS modules in the first semester of his/her study
- A score of 65 and above in the Mature Age Examination for those over the age of 22 years in the year of entry

**Post Graduate Diploma in Business (Accounting)**

- Applicants to the Post Graduate Diploma must have successful completion of the Bachelor of Business (Accounting) or its equivalent program with a minimum GPA of 2.75.

**Bachelor of Business (Accounting & Management)**

- 250 points in FSF7E or its equivalent including a pass in English and Accounting
- A pass in the Foundation Studies with a minimum GPA of 2.00 in the Business stream with a pass in English and Accounting
- A mature age student (over the age of 22) who passes all FS modules in the first semester of his/her study
- A score of 65 and above in the Mature Age Examination for those over the age of 22 years in the year of entry

**Bachelor of Business (Information Systems)**

- 250 points in FSF7E or its equivalent including a pass in English and Mathematics
- A pass in the Foundation Studies with a minimum GPA of 2.00 in the Business stream with a pass in English and Mathematics.
- A mature age student (over the age of 22) who passes all FS modules in the first semester of his/her study
- A score of 65 and above in the Mature Age Examination for those over the age of 22 years in the year of entry

**Bachelor of Business (Marketing)**

- 250 points in FSF7E or its equivalent including a pass in English and Mathematics
- A pass in the Foundation Studies with a minimum GPA of 2.00 in the Business stream with a pass in English and Mathematics
- A mature age student (over the age of 22) who passes all FS modules in the first semester of his/her study
- A score of 65 and above in the Mature Age Examination for those over the age of 22 years in the year of entry

**Certificate in Foundation Studies (Theology/Education/Business)**

- 200+ in the Fijian School Leaving Certificate or equivalent
- A score better not more than 18 in the Year 12/Form 6 national exams or equivalent
- Partial completion of a Form 7 course or equivalent
- A score of 50 - 64 in the Mature Age examination for those over the age of 22 years in the year of entry

**Note:** *Any Recognised Prior Learning (formal and informal); Experience; and additional course of study completed may be considered during the admission procedure. These may include the USP Foundation, GAC Foundation, or other Tertiary studies. Additionally, the student may undergo a probationary period of one semester.*

## ADVANCE STANDING REQUIREMENTS

In addition to the current standard for entry requirements, the following programs would require advance standing arrangements as outlined below:

**Sonoma Adventist College - Diploma of Business Studies**

Applicants who have completed the requirements for the Diploma in Business (Accounting & Management) or Diploma in Business Studies and wish to gain entry into the 3-year Bachelor of Business (Accounting & Management), will be deemed to have met the requirements for the first year of the degree program. Students must complete a further two years (16 modules) in order to be granted a degree.

**Solomon Islands College of Higher Education – Certificate in Primary Teaching**

Applicants who have completed a teaching certificate from the Solomon Islands College of Higher Education must have attained a minimum GPA of 2.00 before admission into the first year of the degree program is considered.

**Certificate in Theology – HODA, Solomon Islands**

Applicants who have completed this program must have attained a minimum cumulative GPA of 2.75 or higher before admission into the first year of the Bachelor of Theology degree is considered. Applicants who have completed this program after 2008, may need to sit the Mature Age Examination and must pass with an average of 65%.

**Certificate in Theology – Vanuatu and Solomon Islands**

Applicants who have completed this program must have attained a minimum GPA of 2.00, before admission into the first year of the Bachelor of Theology degree is considered.

**Certificate in Teaching Practice – Vanuatu and Solomon Islands**

Applicants who have completed this program must have attained a minimum GPA of 2.00 before admission into the first year of the Bachelor of Education (Primary) degree.

**Bachelor of Education (Primary) In-service**

Students who wish to gain entry to this program should normally have successfully completed the requirements for the Diploma in Primary Education from any recognized tertiary institution in Fiji and the Pacific region, plus at least have two years' experience as a primary teacher with ongoing professional development. Students who do not meet these regular entry requirements may be required to undertake bridging studies.

**Bachelor of Education (ECE) In-service**

Students who wish to gain entry to this program should normally have successfully completed the requirements for the Diploma in Education (ECE) from any recognized tertiary institution in Fiji and the Pacific region, plus at least have two years' experience as an ECE teacher with ongoing professional development. Students who do not meet these regular entry requirements may be required to undertake bridging studies.

## ADMISSION RESPONSE TO APPLICATIONS

Applicants will be advised by the email address on the application as soon as practicable that Fulton has received the applications. The Registrar will normally send an offer letter to successful applicants within one month of receiving the application.

**STUDENT RESPONSE TO OFFERS OF ACCEPTANCE**
Offers of a place at Fulton are open for a month only and successful applicants must advise the Registrar in writing, email or a phone call of their acceptance of the offer within the specified time. Applicants who omit to advise the College within the given specified time may have their offer withdrawn and space allocated to other applicants.

**REGIONAL AND INTERNATIONAL STUDENT IMMIGRATION REQUIREMENTS**
All students travelling to Fulton from overseas must bring with them:
- Valid passport (3 years or more)
- Current and original Police clearance
- Current and original medical certificate
- 3 passport size photographs
- Offer letter
- Original birth certificate

Married students must also provide the following for their spouses and children:
- Valid passport (3 years or more)
- Current and original medical certificate
- Current and original marriage certificate
- Current and original Police clearance (16 years and over)
- 2 passport photos
- Normal open return airline/ship ticket

**SPECIAL IMMIGRATION REQUIREMENTS FOR INTERNATIONAL STUDENTS**
- All international students (not regional) are to secure a study permit from Fiji Immigration before arriving in the country to commence study.
- All regional students are to lodge their study visa within the 30 days stamped on arrival. The application form can include the family (spouse & children) that are with the student or will join the student at a later period. Any late lodgement will incur financial penalty even to the extent of deportation from Fiji Immigration Authority.

Under no circumstances may a student or dependent relatives travel to Fiji without a full/normal open return ticket or an onwards ticket to a country where she/he has entry rights. Upon arrival on campus, regional and international students must deposit their passports and return ticket for safekeeping with the Director of Student Services.

# ENROLMENT AND REGISTRATION

**ENROLMENT PROCEDURES**
All students must complete enrolment formalities during the one-week registration before they can be allowed to attend class. Orientation will be scheduled for all new students at the beginning of an academic year, and everyone is encouraged to attend. Enrolment day and time for returning and new students, will be sent to students a week before Orientation/Registration week.

**REGISTRATION PROCEDURES**
For manual registration, the processes are:

- Obtain financial clearance from the Business Office. (Students are encouraged to do this prior to arriving in Fulton to speed up their registration).
- Arrange the semester's academic programme with the Course Director (for returning students, this step may be taken as part of a pre-registration process towards the end of the previous semester).
- Arrange individual work education programmes with the Director of Student Services
- Clearance from the Library and the residence
- Submit the completed registration form to the Academic Office

For online registration: see the Fulton website.

## LATE REGISTRATION
All students are expected to complete registration within the registration week as a student will only be allowed to attend class if he/she is registered. A penalty of $150 will be charged for late registration. Ignorance of regulations, misreading timetables, lack of finance or missing scheduled transport arrangements are not considered acceptable reasons for late registration. A late registrant will not be given an exemption from any assignments or tests given during the period for which they are not registered. **A student will <u>not be registered after Friday, week 2 of the semester.</u>**

## CHANGE IN REGISTRATION
Students wishing to change any aspect of their registration must apply to the Registrar through their Head of Department/Course Director. Changes to programme registration will be done only in the first 2 weeks of the semester.

## PROGRAMME WITHDRAWAL
Students wishing to fully withdraw from studying in Fulton are allowed to do so in the first 2 weeks of the semester without any financial penalty. A late withdrawal after Friday of Week 2 will not be eligible for a refund.

# STUDY PROGRAMME
A standard Bachelor's programme takes three years to complete while a Diploma programme takes two years to complete.
- A full-time study load consists of sixty credit points, (normally 4 undergraduate modules per semester), plus any midyear practicum that is outlined in the course programmes in this Bulletin.
- Students are expected to complete their study programme according to the published sequence.
- Students are expected to complete a preceding level before progressing to the next
- Overloads would only be considered if students had obtained a GPA of 2.50 and above in the semester preceding the one in which they plan to take the overload.

## ACADEMIC ADVICE AND STUDENT RESPONSIBILITY
It is important that students work together with their Course Director to plan their future course structure whenever they fail a module, placed on academic probation, contemplate withdrawing from a module or contemplate any other deviation from the published course.

It should be remembered that while the College provides a Course Director, it is ultimately the responsibility of each student to ensure that they meet the course requirements and are thus able to graduate according to plan.

Fulton reserves the right to inform sponsors and parents of difficulties that a student may be facing in study, as well as informing them of a students' success.

**ACADEMIC LEVELS AND LOADS**

The following table outlines the notional load for an academic module.

| Level 4 Foundation Studies | Level 5 Certificate | Level 6 Diploma | Level 7 Bachelors | Level 8 Postgrad | Level 9 Master's |
|---|---|---|---|---|---|
| **Credit per module** | | | | | |
| 15 credits | 15 credits | 15 credits | 15 credits | 30 credits | 40 credits |
| **Hours of Notional Learning (10 hours per credit)** | | | | | |
| 150 hours per module | 150 hours per module | 150 hours per odule | 150 hours per module | 300 hours per module | 400 hours per module |
| **Structured Learning: Lecturers, Tutorials, etc. (13 weeks)** | | | | | |
| 4 hours per week 52 hours per module | 4 hours per week 52 hours per module | 4 hours per week 52 hours per module | 4 hours per week 52 hours per module | 4-6 hours per week 52-78 hours per module | 6 hours per week 78 hours per module |
| **Unstructured Learning: Researching, Writing, Studying, Discussions with Lecturers, etc. (14 weeks)** | | | | | |
| 7-8 hours per week | 7-8 hours per week | 7-8 hours per week | 7-8 hours per week | 14-16 hours per week | 23 hours per week |
| **Assessment Word Count: including examination (Guide Only)** | | | | | |
| 3,000 words per module: 12,000 words per semester | 3,000 words per module: 12,000 words per semester | 4,000 words per module: 16,000 words per semester | 5,000 words per module: 20,000 words per semester | 10,000 words per module: 20,000 words per semester | 10,000 words per module: 20,000 words per semester |
| **Examination** | **Examination** | **Examination** | **Examination** | **Examination** | **Examination** |
| Notionally 500 words per hour | Notionally 600 words per hour | Notionally 750 words per hour | Notionally 1,000 words per hour | Notionally 1,000 words per hour | Notionally 1,000 words per hour |

# STUDENT STATUS

A student may study in full-time or part-time mode. However, students in the residence halls or on-campus married student housing are expected to study in full-time mode. As explained below, this means that they must take sixty credits (4 modules) a semester. Below are definitions of the terms Full-time and Part-time – and not to be used as the policy for cross-crediting purposes (Refer to "Academic Credit Regulations" for cross-crediting purposes).

**FULL-TIME**

A full-time student in a three-year degree programme must complete all course requirements in no more than four years. A full-time student in a two-year diploma programme must complete all courses requirements in no more than three years.

**PART-TIME**

A part-time student is one who attempts less than 45 credit points (3 modules) a semester. A part-time student in a three-year degree programme must complete all course requirements in no more than six years. A part-time student in a two-year diploma programme must complete all course requirements in no more than four years. Unless the Academic Committee decides that valid reasons exist for non-compliance, any full-time or part-time student whose studies extend for more than their respective stipulated maximum times will have his/her course of study terminated permanently. A student who voluntarily leaves Fulton before completing his/her course must apply for a leave of absence to cover the anticipated time of absence or the normal time limitations on courses will apply.

# ATTENDANCE REQUIREMENTS

Students are expected to attend all scheduled classes. Attendance rolls will be kept. It is understood that sickness and personal crises sometimes make one hundred percent attendance impossible. A minimum of 80% attendance is required for each module, 90% if a student is on academic probation.

If a student has missed more than 20% of a module, the Course Board in which the module is taught may require the student to withdraw from the module thus becoming ineligible to sit for the final examination. The normal withdrawal policies apply. Only in special circumstances may consideration be given to a student if he/she submits evidence (e.g., medical certificate, personal misfortune) to justify his/her absence that consideration may be given to a maximum of 33% absence per module. Beyond the maximum, the student will not be allowed to sit for exam and will be required to withdraw from the module.

Students will be given an initial verbal warning notifying them of their absences. Should absenteeism continue, this will be followed by a written warning. A final written warning will be given when the maximum permitted has been reached.

# CHANGE OF MODULES

Students wishing to change their modules after registration must apply to the Course Director on the prescribed form. A student will not be permitted to change modules after Friday, Week 2 of the semester.

**WITHDRAWING FROM A MODULE**
A student may withdraw from a module at any time during the semester. However, the student is solely responsible for any impact that the withdrawal may have on his/her future programme, e.g., disruption in the sequencing of modules; the need to take a future overload or to extend one's programme. There is no future guarantee of residential status upon return, or for students registered for less than three modules per semester.

A student who withdraws from a module after Week 2 and before the end of Week 8 of the semester or before the midpoint of an intensive module session will have a grade of "**W**" for **Withdrawal** recorded on his/her academic transcript. A student who withdraws from a module after the end of Week 8, or the midpoint of an intensive module session will have a grade of **"WF" Withdrawal Fail** recorded on his/her academic transcript.

**AUDITING A MODULE**
Modules can only be audited under the following circumstances:
* The student qualifies to study in the programme which offers the module they would like to audit
* The student applies to the Academic Office to audit the module before the end of the first week of semester
* There must be a vacancy in the designated module. To audit a module the student pays half the standard fee for a module (practical fee may also apply). A receipt must be produced for the payment of the tuition fee before attending an audited module.
* The Course Director, the module lecturer and the Head of Department offering the module must approve the application
* No provision will be made on the academic timetable for auditing a module
* No academic credit is awarded for any audited module
* Regular students will be permitted to audit one module per semester.

An application form for auditing a module is available from the Academic Office. Approval to audit a module will be contingent upon a student's previous experience and /or academic performance or evidence that the module will benefit the auditor. It is understood that the auditor will regularly attend scheduled lectures, tutorials and laboratory periods. An auditor will receive the official module outline, lecture notes and handouts relevant to the module. They may submit assignments and sit for a test, but the lecturer may choose not to mark or return tests or assignments. **An auditor is not permitted to sit for final examination.** An auditor may be excluded from lectures, tutorials and laboratory periods if the lecturer deems the auditor's attendance to be too irregular to have any substantial benefit.

# ASSESSMENTS

## PURPOSE OF ASSESSMENTS
Throughout their study programme, students will be formatively and summatively assessed by a variety of means including research papers, case studies, reflective critiques, presentations, tests and examinations. The purpose of such assessments is to:
- Provide a learning experience in which students may develop and demonstrate a range of abilities
- Enable the lecturer to measure the achievement of students against both the learning outcomes and assessment criteria in the general academic milieu of the region
- Provide a means of monitoring student progress, identifying student strengths and diagnosing specific weakness, with a view to initiating procedures to remedy weaknesses and maximizing student achievement.

## ASSESSMENT PROCEDURES
The assessment for each module is specified in the module descriptor. During the first week of each new semester, students will receive a module descriptor for each module in which they are registered. Each module descriptor will provide adequate details of each assessment item, including due dates, the weighting of each task in the calculation of the final grade, and any component that must be completed at a required level in order to pass the module, even if a student has an overall passing grade. No subsequent change to the assessment tasks and schedule written in the module descriptor may be made except in writing with the unanimous approval of the lecturer concerned, the class and the Course Board. The Deputy Principal must be notified of the change.

## EXAMINATION PROCEDURES
Examination is scheduled for the last week of each semester. The Academic Office will publish the provisional examination timetable. Within five (5) days from the time of publication of the provisional examination timetable, the student is responsible to check the timetable for any problems and advise the Academic Office in writing. The Academic Office examines all appeals sympathetically but reserves the right to set times and venues according to the contingencies of the examination period. Once the final timetable has been published, a student **can no longer appeal** on any aspect of the timetable.

# RESEARCH ETHICS AND COMMITTEE APPROVAL
Where a student or staff member is involved in Human Research for the purpose of publication, approval must be granted by the Research Ethics Committee. Students and or staff will be required to complete the Fulton Research Ethics application form and submit it to the Chair of the Research Ethics Committee. If all the appropriate information is included with the application, a decision would normally be communicated within 7 days of submitting the application form.

Any external personnel wishing to do primary research at Fulton, or through Fulton, must also submit appropriate documentation (a completed Fulton Research Ethics form or a completed and approved ethics form from another college/university, and a copy of the data collection instrument (s) that are to be used. If all appropriate information is included with the application, a decision will normally be communicated within 7 days of the application form submission.

**PRIMARY RESEARCH FOR A FULTON ASSIGNMENT/ASSESSMENT**
When a Fulton student is required to do primary research for an assignment, the following procedures apply:
- The data collecting instrument(s) used by the student(s) will be sighted and approved by the lecturer
- A record will be kept of these approvals
- The lecturer will provide a copy of this record to the HOD for storage (e-copy for the department).

**PRIMARY RESEARCH DONE OFF CAMPUS WITH NON-FULTON PERSONNEL**
- The above 3 points will be followed
- Information letters with Fulton letterheads will be prepared and given to the non-Fulton personnel providing the information. A copy will be kept and given to the HOD
- When non-Fulton personnel are specifically chosen to do questionnaires, be interviewed or be observed, they will be provided with an informed consent from/letter to sign
- The lecturer will collect and store the consent forms/letters. The forms will also be sighted by the HOD
- Personnel giving the information will not be named in any assignment unless they have given written permission for their name to be used

# DEADLINES FOR ASSIGNMENTS

It is the responsibility of each student to complete each assessment task by the deadlines set in each module descriptor. If illness or unexpected personal misfortune makes it impossible to complete an assessment task on time, it is the student's responsibility to contact the lecturer and Course Director immediately with any supporting documentations. Extensions for missed assessment tasks are at the discretion of the HOD and Course Director.

**No major assignment or major test is to be scheduled within the week prior to final examination.**

**The lecturer is to return assignment result and accompanying feedback to students within 2 weeks of the assignment submission (three weeks in exceptional circumstances deemed as such by both the lecturer and the Course Director).**

**SUBMISSION OF ASSIGNMENTS**
All assignments are to be a student's own work. All assignments are to be submitted through Turnitin. Where necessary, the printing of the assignments will be the responsibility of the institution. By submitting the assignments through Turnitin students are asserting that they:
- Understand the principles of academic honesty
- The work submitted is their own work

**LATE SUBMISSION OF ASSIGNMENTS**
Penalties for the late submission of assignments are as follows:

- Up to one week late: the assessment grade is reduced by 10% of the assigned grade
- The assignment will be awarded a **zero** after the late week.

# ACADEMIC HONESTY

Plagiarism is the use of someone else's ideas or words as if they were one's own. In essays and assignments, the following should be acknowledged: the source of all quotations; all material paraphrased or summarised from other sources; factual information not commonly known and accepted in the discipline under study; a line of thinking borrowed from someone else; tables, diagrams, maps and illustrations derived from other sources. Sources should be referenced or footnoted in the style recommended for the module to which the assignment relates. In addition, all sources used in an essay or assignment should be listed in a bibliography. Any of the following counts as plagiarism, unless there is a full acknowledgement of the debt to the original source:

- Direct duplication in any assignment or publication, by copying another person's work or allowing it to be copied, whether from a book, article, web site, another student's assignment, or any other source.
- Paraphrasing another person's work closely, with minor changes in language, but with the essential meaning, form and/or progression of ideas maintained
- Piecing together sections of the work of others into a new whole
- Submitting one's own work when it has already been submitted for assessment purposes in another module
- Producing assignments in conjunction with another person when independent work is required.

Fulton recognizes that plagiarism is a serious academic issue. The following policy, most notably the tariffs (points), link to the plagiarism percentages highlighted in students' assignments by the Turnitin program.

**PROCEDURES**
The following procedures will apply:
- Students will submit all assignments through Turnitin. On submission, students will see Turnitin's cumulative percentage of similarity.
- All lecturers will view class lists showing Turnitin results for an assignment they have marked and will bring the list to the Course Board.
- The Course Board will view the results and decide what action to take based on points accrued as detailed in the tables below.
- Plagiarism offences will be recorded in students' records in the department and will also be forwarded to the Academic Office.

Actions taken by departments on plagiarism according to the policy below will also be reported to the Academic Committee.

**PENALTIES**
**Criteria for determining penalties:**
The following five criteria will be used to determine the penalty for instances of plagiarism. Points will be awarded in light of the following categories. The sum of these points will determine the outcome. These outcomes range from resubmission of an assignment to

termination of academic study. However, **no action is required if the cumulative Turnitin result is less than 15% as long as individual sources are less than 3%**.

| | PLAGIARISM TARIFF | | |
|---|---|---|---|
| A. Previous Occurrences | 1st Time | | 100 |
| | 2nd Time | | 150 |
| | 3rd+ Time | | 200 |
| B. Amount/Extend | **Below 15%\*:** The plagiarism is 3% or more from one or more individual sources OR | | 80 |
| | As above, but with \*critical aspects plagiarised | | 105 |
| | **15-29%:** The plagiarism is 3% or more individual sources OR | | 105 |
| | As above, but with \*critical aspects plagiarised | | 130 |
| | **30-49%:** The plagiarism is 3% or more from one or more individual sources OR | | 130 |
| | As above, but with \*critical aspects plagiarised | | 160 |
| | **50%+: The plagiarism is 3% or more from one** | | 160 |
| | 100% Whole assignment plagiarised | | 225 |
| C. Level | 4 Foundation | | 50 |
| | 5 Year 1 | | 70 |
| | 6 Year 2 | | 115 |
| | 7 Year 3 | | 140 |
| | 8 Postgraduate | | 165 |
| D. Value of Assignment | Standard (e.g.) a research paper | | 30 |
| | Large a report worth 50% of the grade | | 60 |
| E. Additional Characteristics | Evidence of a deliberate attempt to disguise plagiarism, example: -Just a few words are changed -Reference are slightly altered | | 40 |

The percentages in the descriptions above will exclude direct quotes and the bibliography/reference list unless they prove to be a direct copy of a source.

**TURNITIN SUMMATIVE WORK**
Penalties will be awarded as outlined below.

- A formal warning will always be given
- Warnings will be recorded in student's files and will contribute to any further plagiarism issues as outlined in the history table.

| Points | Penalties (one will be selected) |
|---|---|
| 260-329 | No further action beyond a formal warning<br><br>Assignment awarded 0% - resubmission required with no penalty on mark |
| 330-379 | Assignment awarded 0% - resubmission required with no penalty on mark<br><br>Assignment awarded 0% - resubmission required but the mark cannot be more than 60% of the total possible mark |
| 380-479 | Assignment awarded 0% - resubmission required but the mark cannot be more than 60% of the total possible mark<br><br>Assignment awarded 0% - no opportunity to resubmit |
| 480-524 | Assignment awarded 0% - no opportunity to resubmit<br><br>Module awarded 0% - a repeat is required |

| | |
|---|---|
| | Module awarded 0% - not opportunity to repeat |
| 525-559 | Module awarded 0% - a repeat is required |
| | Module awarded 0% - no opportunity to repeat |
| | Award classification reduced (e.g., Distinction to Merit) |
| | Qualification reduced (e.g., Honors to No Honors) |
| | Expelled from institution, but credit retained |
| | Expelled from institution, but credits withdrawn |
| 560+ | Module awarded 0% - no opportunity to repeat and credit lost |
| | Award classification reduced<br>Classification reduced |
| | Expelled from institution and credits retained |
| | Expelled from institution and credit withdrawn |

## TURNITIN FORMATIVE WORK

Formative work in which plagiarism is identified will be judged by the above points system. However, the work will not be penalised, but the student will be issued a formal warning which will then be recorded in the student's file.

## RESUBMITTED ASSIGNMENT
A resubmitted module assignment that has high plagiarism rate, that particular module will be awarded a zero and the module is to be repeated.

# GRADES
## GRADING CRITERIA
Grades will be assigned using the following criteria. These criteria will be reflected in mark schemes and assessment feedback. In some cases, the schemes may be adapted for different types of assessment, such as examination answers, oral presentations and demonstrations.

| % | Grade | Grade Points | Description |
|---|---|---|---|
| 95+% | **A+**<br><br>Distinction | 4.00 | **Work that is characterized by ALL of the following criteria:**<br>FOCUS - Acute and relevant focus on the task set<br>BREADTH - Excellent awareness of wider philosophical dimensions of subject<br>READING - wide and thorough reading<br>CRITICAL THINKING - analytical and critical appreciation<br>ANALYSIS - subtle and perceptive analysis<br>PROBLEM SOLVING - ability to understand and solve problems<br>ARGUMENT - cogent and structured argument<br>ORIGINALITY - subtlety and or originality<br>EXPRESSION - fluent writing and clarity of expression<br>PRESENTATION - presentation to a high scholarly standard<br>REFERENCING - an argument which is fully documented and well referenced |
| 90-94% | **A**<br><br>Distinction | 3.75 | **Work that is characterised by MOST of the following criteria:**<br>FOCUS - Acute and relevant focus on the task set<br>BREADTH - Excellent awareness of wider philosophical dimensions of subject<br>READING - wide and thorough reading<br>CRITICAL THINKING - analytical and critical appreciation<br>ANALYSIS - subtle and perceptive analysis<br>PROBLEM SOLVING - ability to understand and solve problems<br>ARGUMENT - cogent and structured argument<br>ORIGINALITY - subtlety and or originality |

| | | | EXPRESSION - fluent writing and clarity of expression<br>PRESENTATION - presentation to a high scholarly standard<br>REFERENCING - an argument which is fully documented and well referenced |
|---|---|---|---|
| 80-89% | **A-**<br><br>Merit | 3.50 | **Work that is characterised by SOME of the following criteria:**<br>FOCUS - Acute and relevant focus on the task set<br>BREADTH - Excellent awareness of wider philosophical dimensions of subject<br>READING - wide and thorough reading<br>CRITICAL THINKING - analytical and critical appreciation<br>ANALYSIS - subtle and perceptive analysis<br>PROBLEM SOLVING - ability to understand and solve problems<br>ARGUMENT - cogent and structured argument<br>ORIGINALITY - subtlety and or originality<br>EXPRESSION - fluent writing and clarity of expression<br>PRESENTATION - presentation to a high scholarly standard<br>REFERENCING - an argument which is fully documented and well referenced |
| 75-79% | **B+**<br><br>Merit | 3.25 | **Work that is characterised by ALL of the following criteria:**<br>FOCUS - Sound focus on task set<br>BREADTH - sound awareness of wider philosophical dimensions of subject<br>READING - thorough reading and preparation<br>CRITICAL THINKING - some critical thinking<br>ANALYSIS - thoughtful analysis<br>PROBLEM SOLVING - ability to understand and solve problems<br>ARGUMENT - well developed and structured argument<br>ORIGINALITY - some original thinking<br>EXPRESSION - coherent writing<br>PRESENTATION - clear and careful presentation<br>REFERENCING - well documented and referenced. |
| 70-74% | **B**<br><br>Merit | 3.00 | **Work that is characterised by MOST of the following criteria:**<br>FOCUS - Sound focus on task set<br>BREADTH - sound awareness of wider philosophical dimensions of subject<br>READING - thorough reading and preparation<br>CRITICAL THINKING - some critical thinking<br>ANALYSIS - thoughtful analysis<br>PROBLEM SOLVING - ability to understand and solve problems<br>ARGUMENT - well developed and structure argument<br>ORIGINALITY - some original thinking<br>EXPRESSION - coherent writing<br>PRESENTATION - clear and careful presentation<br>REFERENCING - well documented and referenced |
| 65-69% | **B-** | 2.75 | **Work that is characterised by ALL of the following criteria:**<br>FOCUS - Focus on the task set<br>BREADTH - some awareness of wider philosophical dimensions of subject<br>READING - range of reading<br>CRITICAL THINKING - limited critical thinking<br>ANALYSIS - measure of analysis<br>PROBLEM SOLVING - adequate ability to identify and solve problems<br>ARGUMENT - solid level of argument, though not always relevant<br>ORGINALITY - some attempt at original thinking<br>EXPRESSION - satisfactory written style<br>PRESENTATION - sound presentation<br>REFERENCING - with limited use of examples or references |
| 60 -64% | **C+** | 2.50 | **Work that is characterised by MOST of the following criteria:**<br>FOCUS - Focus on the task set<br>BREADTH - some awareness of wider philosophical dimensions of subject<br>READING - range of reading<br>CRITICAL THINKING - limited critical thinking<br>ANALYSIS - measure of analysis<br>PROBLEM SOLVING - adequate ability to identify and solve problems<br>ARGUMENT - solid level of argument, though not always relevant<br>ORGINALITY - some attempt at original thinking<br>EXPRESSION - satisfactory written style<br>PRESENTATION - sound presentation<br>REFERENCING - with limited use of examples or references |
| 50-59% | **C** | 2.25 | **Work that is characterised by ALL of the following criteria:**<br>FOCUS - discernible focus on the task set<br>BREADTH - no or hardly any awareness of wider philosophical dimensions of the subject<br>READING - limited range of reading<br>CRITICAL THINKING - no or hardly any critical thinking<br>ANALYSIS - descriptive work<br>PROBLEM SOLVING - some attempt at identifying and solving problems<br>ARGUMENT - an argument which lacks structure and/or relevance |

| | | | ORIGINALITY - no or hardly any original thinking<br>EXPRESSION - need for attention to writing<br>PRESENTATION - need for attention to presentation<br>REFERENCING - some references and examples |
|---|---|---|---|
| 50-55% | **C-** | 2.00 | **Work that is characterised by MOST of the following criteria:**<br>FOCUS - discernible focus on the task set<br>BREADTH - no or hardly any awareness of wider philosophical dimensions of the subject<br>READING - limited range of reading<br>CRITICAL THINKING - no or hardly any critical thinking<br>ANALYSIS - descriptive work<br>PROBLEM SOLVING - some attempt at identifying and solving problems<br>ARGUMENT - an argument which lacks structure and/or relevance<br>ORIGINALITY - no or hardly any original thinking<br>EXPRESSION - need for attention to writing<br>PRESENTATION - need for attention to presentation<br>REFERENCING - some references and examples |
| 0-49% | **F** | 0 | **Unacceptable and unsatisfactory work characterised by the following:**<br>FOCUS - little or no focus on the task set which may be extremely brief<br>BREADTH - poor knowledge and understanding of the subject<br>READING - insufficient reading<br>CRITICAL THINKING - no or hardly any critical thinking<br>ANALYSIS - descriptive work<br>PROBLEM SOLVING - lack of ability to identify and solve problems<br>ARGUMENT - no or hardly any argument<br>ORIGINALITY - no or hardly any original thinking<br>PRESENTATION - poor presentation<br>EXPRESSION - poor expression making the answer barely intelligible<br>REFERENCING - no or hardly any references or examples |

# GRADING PROCESS

The following process applies to the grading of all assessments.

**COURSEWORK RESULT FEEDBACK**

The total coursework results for a module must be conveyed to the students by the end of Week 14 by the relevant module lecturer.

**INITIAL GRADING**

The lecturer (first marker) is responsible for assessing all the work and assigning a grade according to the criteria. This work is then handed to the Internal Examiner (second marker) appointed by the Course Board.

## INTERNAL MODERATION

Samples of all assessments graded by the first marker are internally moderated by the second marker. The grade recommended to the Course Board will be agreed in a discussion between the first and second marker. Should questions arise in this process from the sampling of the assessment, the complete set of assessments for that module will be remarked. If agreement is not reached between the first marker and the second marker, a third marker will be appointed, and their decision is binding. After the consultation between the first and second marker, the lecturer is responsible for preparing and submitting marks to the Course Director.

## COURSE BOARD AND ACADEMIC COMMITTEE

The Course Board consist of faculty members of the department and teaching faculty in any module taught for the department. The Course Board reviews the overall academic performance of students together with other academic issues for the department are recommended to the Academic Committee. The Academic Committee is the highest internal academic body for the College and is chaired by the Deputy Principal. This is a standalone

committee however special issues that are beyond the Academic Committee limits are recommended to the Administrative Committee of the College which is the overarching committee for the College and chaired by the Principal.

Grades confirmed by the Course Board and endorsed by the Academic Committee are then processed by the Academic Registrar. Students' academic results are sent out by the Registrar to students' Fulton email addresses only. Students should receive their results before the commencement of a new semester. **No transcripts will be issued where fees are still outstanding.** The College reserves the right to release transcripts to a students' sponsor(s), parents and potential employers.

After the students have fulfilled the requirements of the Practicum, a grade of **Satisfactory or Unsatisfactory** will be awarded. However, to ensure the integration of theory and practice, some modules will require assessments to be completed as part of the practicum.

# SPECIAL CIRCUMSTANCES

**INCOMPLETE GRADES AND DEFERRED EXAMINATIONS**

If a student misses a final exam because of illness or unexpected personal misfortune, they may apply through the Course Board to the Academic Committee for a grade of **"I"- Incomplete**. This application form must be submitted in writing and with supporting documentation within **twenty-four (24) hours** of the exam. The Academic Committee will make a decision as to the validity of the application, as to what supplementary assessment task(s) the student needs to do to complete the module. A **fee of $50** may be charged. Any outstanding grade of **"I" Incomplete** in a semester will be converted to a grade of **"F" Fail** if no action has been taken to redeem it.

**AEGROTAT, COMPASSIONATE AND RESTRICTION PASS**

If a student misses a final exam because of illness or unexpected personal misfortune, they may apply to the Academic Committee for an **Aegrotat Pass**. An application form must be submitted in writing and with supporting documentation within **twenty-four (24) hours** of the exam. The Academic Committee will make a decision as to the validity of the application. Students who are prevented from sitting the final examination by exceptional circumstances beyond their control; and other than their own illness or injury, or who consider that their performance in the examination will be seriously impaired by the same circumstances may apply for a **Compassionate Pass**. A compassionate pass is given with the approval of Academic Committee under the same conditions as those listed under Application for Aegrotat Pass above. In considering applications for a Compassionate Pass, it will be permissible to take into consideration the effect of any exceptional circumstance beyond the control of the student other than the student's own illness or injury or the student's performance during the semester.

A **Restricted Pass** may, on the recommendation of the department Course Board to the Academic Committee to be awarded to a potential graduating student who has passed in their final year, all but one of the prescribed modules. In accordance, a restricted pass:

- Shall be awarded to a student in a module only if the total marks for that module are five marks less than the pass mark
- Shall not be awarded in retrospect
- Shall be awarded once to a student who is enrolled in a program of study with more than twenty modules

Students are required to submit an application for a restricted pass within **three (3) working days** after the release of end of semester results.

# PROGRESSION RULES

A student must successfully complete at least 75% of modules to progress to the next level. Only in exceptional circumstances, will the Academic Committee approve a student to take modules out of sequence. Prerequisites, where applicable, are specifically stated in the module synopses section of this Bulletin and must be completed before sitting for the core module.

Should a student fail two modules in any given semester, the student will be placed on academic probation with reduced load. A student on probation who wishes to return after the period of suspension is over, is required to re-sit the failed modules before progression onto the next academic level. *The failed module grades and the repeated grade will both appear in the student's transcript* to indicate that the student has repeated the module and successfully passed. **All F grades will be included in the calculation of the GPA and the Cumulative GPA. The frequency of an F grade essentially reduces the student's GPA and CGPA.**

The condition to pass both coursework and exam in order to pass the module is at the discretion of the lecturer (with the approval of the Course Board via approval of the Module Descriptor).

Likewise, the weighting for exam and coursework should be left to the discretion of the individual lecturer (with the approval of the Course Board), who must exercise good judgment with regard to the most appropriate weighting for that particular module, and which provides a true reflection of student competency desired in that module.

## MODULES FAILED TWICE
A student who **fails a module twice** must appeal to the Academic Committee through the relevant Head of Department and the Course Board for approval to attempt a module the third time. The department will recommend to the Academic Committee who will either approve or decline the request.

## ACADEMIC PROBATION
Where a student falls below the required level in the first semester of their enrolment, they will be put on academic probation. A report indicating that a student has been placed on Academic Probation is normally sent to his/her guardian and/or sponsors. Students on academic probation must:
- Sign an academic agreement noting the conditions for continuing in their course
- Seek academic counselling from the Lecturer/Course Director/Head of Department
- Reduce extracurricular activities
- Attend at least **ninety percent (90%)** of all classes in each module
- Provide a status report to the Course Director in which they are studying by the end of **week nine (9)**

If this continues to a consecutive semester, they will receive an academic suspension. Students who fail in a programme of study and wishes to enrol in a new programme, the **probationary period also applies.**

## ACADEMIC SUSPENSION
A student will be academically suspended if they have:
- Failed to improve when placed under Academic Probation OR
- They exhibit wilful defiance or neglect during their practicum

- Failed two modules with the exemption of FS students
- Failed three or more modules in a given semester with the exemption of FS students
- The semester Cumulative GPA is 1.6 to 1.9

*Note: Students who went through the Francophone system will be exempt from the last three conditions for suspension. This exemption is applicable only within the first two years of their study.*

Students under academic suspension may be subject to a suspension period ranging from one semester to three semesters, after which they will redo a semester or repeat the failed modules. The duration of suspension will be decided by the Course Board subject to the approval of the Academic Committee. The number of modules taken upon return, will be determined by the department Course Board and endorsed by the Academic Committee.

## ACADEMIC TERMINATION
Students will be terminated from their *course of study* (for a period of 2 years and upon return be subject to academic probation), if one or more of the following is true:
- They failed the same required module thrice
- The semester Cumulative GPA is 1.5 and below
- A misdeed for which the Course Board determines to be worthy of termination, subject to the Academic Committee approval.

# ACADEMIC CREDIT REGULATIONS

A student usually earns credit for each module at Fulton Adventist University College by securing a passing grade in that module. However, they may receive credit in one of three other ways:

- By modules previously studied at Fulton
- By studies completed at other approved tertiary institutions
- By prior experiential learning with the same credit points OR
- By successfully passing a challenge exam with similar credit points and with an equivalent module

## CREDITS BY PREVIOUS STUDY AT FULTON
On the advice of a student's Course Director to the Registrar, credits may be given for specific modules in current Fulton courses on the basis of study previously undertaken in past years. Credit will be given on the basis of equivalence to Learning Outcomes and only for modules with **'C'** grades and above.

Unless a student is receiving credits for all subjects previously studied at Fulton a new course plan will normally be started listing only those subjects for which credit is being given. Credit will be given for a transferred subject but no grade with the letter **'T'** in the transcript. The cumulative GPA calculation will recommence and later grades added as they are earned.

Where a program has not been completed (no qualification attained), a module must have been successfully completed not more than 5 years prior to the year of seeking registration at Fulton for cross-crediting of the module to be considered.

## CREDITS FROM STUDY AT OTHER APPROVED TERTIARY INSTITUTIONS
Students seeking advanced standing on the basis of studies completed at other approved tertiary institutions should submit full official transcripts to the Academic Registrar, with a copy of module

descriptions and course information, so that credit point equivalents can be established. Credit will be given on the basis of equivalence to Learning Outcomes and only for modules with a 'C' grade and above. Credits will be given on the advice of the student's Course Director with the approval of the Department Course Board to the Registrar.

In any programme, no more than 49% of the programme can be cross-credited if modules taken are in the same level and equivalent to the line-up of the new programme of study. However, in all cases, more than 120 credits must be attained at Fulton.

Where a program has not been completed (no qualification attained), a module must have been successfully completed not more than 5 years prior to the year of seeking registration at Fulton for cross-crediting of the module to be considered.

## CREDITS FROM PRIOR EXPERIENTIAL LEARNING
Students seeking advanced standing on the basis of prior experiential learning should submit a portfolio of work supporting an application. The student will need to sit for a challenging exam to determine the starting academic level with no credit allocation.

## CREDITS FROM CHALLENGE EXAMINATIONS
If a student believes that they have already achieved mastery over the content of a particular module, policy permits him/her to apply to sit a challenge exam. The student must notify the Course Director offering the module in writing of their intention to sit a challenge exam before the commencement of the semester. The student will have to pay fifty dollars ($50.00) for the setting of the exam paper, supervising and marking the scripts. The Course Director will organize the setting, timing, supervision and marking of the challenge exam. The pass mark for a challenge exam is set at sixty percent (60%) and above. If a student passes a challenge exam, they will receive a grade of '**CH'** Challenge Credit. This grade has no value in terms of calculating a student's grade point average.

# GRADUATION POLICIES AND REGULATIONS
## REQUIREMENTS FOR GRADUATION
In order for students to graduate the following four requirements need to be made:

## ACADEMIC REQUIREMENTS
Candidates for graduation must have completed and passed all required modules and have achieved a minimum of 2.00 **Cumulative Major Grade Point Average.** Candidates who scored below 2.00 will be awarded a Diploma only if they have completed the required modules in level 5 and 6 or year one and two of the degree programme.

Further, a student must achieve a **'C'** grade and above in all core modules in each level of the programme to be awarded either a Diploma or a Degree.

## FINANCIAL AND WORK EDUCATION REQUIREMENTS
To participate in the graduation ceremony, a student must be financially cleared. Students who have completed the programme but are not financially cleared will **not** be issued a certificate until finances are fully paid.

Students must also have a **zero balance** in their work education programmes in order to participate in the graduation ceremony.

## CHARACTER REQUIREMENTS

Candidates for graduation must satisfy the Faculty that they possess a character in keeping with the ideals of the College as set out in the Student Handbook.

## CALENDAR REQUIREMENTS

Students enrolled in a particular course may expect to be graduated from that course in its original form provided that they are in continuous attendance for the full period of the course. If a student's attendance is broken by a period of one academic year or more, they will be expected to meet the course requirements of the calendar upon College re-entry.

A student in continuous attendance, whose course, because of failure or a reduced study load, extends beyond the minimum time for completion of the course, must meet the same graduation requirements as expected from students graduating with them in the minimum time.

## ACADEMIC EXCELLENCE

The testamur of a degree graduate with a cumulative GPA of at least 3.75 will state that they have graduated with **Distinction.** The testamur of a degree graduate with a cumulative GPA between 3.00-3.744 will state that they have graduated with **Merit.**

## GRADUATION CLASS

The Graduation Class is formed early in the first semester. All graduating students are expected to attend class meetings and participate in graduation practices and preparation.

## GRADUATION IN ABSENTIA

A graduand who wishes to graduate in absentia is required to request permission in writing to the Academic Office.

## ACADEMIC REGALIA

Each graduate is required to wear the specified academic regalia for each programme during the graduation ceremony as determined by the Academic Committee. Robes and sashes are available on hire from the College and the cost of the hire is included in each student's graduation fee.

| Award | Robe | Sash Colour |
|---|---|---|
| Bachelor of Business [Accounting & Management] | Black | Crimson |
| Bachelor of Business [Information Systems] | Black | Tangerine |
| Bachelor of Business [Marketing] | Black | Cranberry |
| Graduate Diploma in Business [Accounting] | Black | Crimson with Silver Trim |
| Graduate Diploma in Business [Information Systems] | Black | Tangerine with Silver Trim |
| Graduate Diploma in Business [Marketing] | Black | Cranberry with Silver Trim |
| Graduate Diploma in Business [Management] | Black | ... with Silver Trim |
| Diploma in Business [Accounting & Management] | Blue | Crimson with Sky-Blue Trim |
| Diploma in Business [Information Systems] | Blue | Tangerine with Sky-Blue Trim |
| Diploma in Business [Marketing] | Blue | Cranberry with Sky-Blue Trim |
| Bachelor of Education Hons [Primary] | Black | Turquoise with Gold Trim |
| Postgraduate Diploma in Education | Black | Turquoise with Gold Trim |

| | | |
|---|---|---|
| Bachelor of Education [Primary] | Black | Turquoise |
| Bachelor of Education [Early Childhood] | Black | Royal Blue |
| Graduate Diploma in Education [Secondary] | Black | ... with Silver Trim |
| Diploma in Education [Primary] | Blue | Turquoise with Sky-Blue Trim |
| Diploma in Education [Early Childhood] | Blue | Royal Blue with Sky-Blue Trim |
| Graduate Diploma in Health [Pacific Lifestyle & Nutrition] | Black | ... with Silver Trim |
| Bachelor of Theology Hons | Black | Purple with Gold Trim |
| Postgraduate Diploma in Theology | Black | Purple with Gold Trim |
| Bachelor of Theology | Black | Purple |
| Graduate Diploma in Theology | Black | Purple with Silver Trim |
| Diploma in Theology | Blue | Purple with Sky-Blue Trim |
| Graduate Diploma in Adventist Education | Black | Turquoise with Silver Trim |
| Graduate Diploma in Adventist Studies | Black | Purple with White Trim |

## TRANSCRIPTS

On completing a course, a student is entitled to an original transcript. Additional transcripts will cost $10.00. A partial transcript for current students is available upon receipt of a $5.00 fee. Transcripts are released without correction or alteration and with the **stamp and signature of the Registrar.** A minimum of one week should normally be allowed for the insurance of a transcript.

## REISSUING OF TESTAMUR

Fulton will **not** issue a second testamur in the event the original is lost or damaged. Instead, the Registrar will issue a letter of confirmation stating that the qualification studied was successfully completed.

## HIGHEST GPA AWARD AT GRADUATION

The 'Highest GPA Award' will be given to a student graduating from each program or stream of study within each department regardless of whether the student has repeated some modules or not. There will be no "Overall Highest GPA" or "Overall Excellence Award" given to a student belonging to a department which combines different streams or program of study.

# INCLUSIVE EDUCATION

Fulton is committed to providing inclusive education. This is done by providing equal opportunities for all students to study at Fulton, and ensuring that as far as possible, bias and discrimination are eliminated in its treatment of students, both inside and outside the classroom. Students with known impairments are requested to complete the appropriate section of the Application Form indicating the support required, so as to enable Fulton to make appropriate arrangements.

## PHYSICAL ACCESS

Fulton has intentionally built facilities which would enable students with physical impairments to participate in all aspects of campus life.

**LEARNING SUPPORT**

Fulton believes in all students being taught in mainstream classes whilst being offered additional support, appropriate to their needs, to help them reach their full potential. The following support and advice will be facilitated or provided:

- Assessment of the student's basic skills and other needs to ascertain support requirements
- Provision of appropriate services (identified during the assessment process) to enable the student to participate in their program of study
- Provision of on-going support to the student during their program of study
- Provision of on-going support and advice to faculty and staff working with the student.

**EXAMINATION ARRANGEMENTS**

The Academic Office is committed to making special arrangements for students with learning difficulties and/or disabilities. However, it is important that students inform the Academic Office of any requests for such assistance at the earliest opportunity. In some cases, an assessment by an external party may be required. Special arrangements can include:

- Extra time - could be up to 50% extra
- Taking examinations in a specially prepared room
- Specially prepared scripts e.g., enlarged type, coloured paper
- Readers and script writer provided
- Provision of computers
- Rest breaks

**STUDENT INCLUSION**

The Registrar is responsible for ensuring the inclusion of students in the academic program of the institution, while the Director of Student Services is responsible for ensuring the inclusion of students in the co-curricular program of the institution.

# CURRICULUM DEVELOPMENT AND REVIEW PROCESS

Fulton uses the following process to develop and review their curriculum:

1. **Product Description**
- Contextual Analysis – Demographic Trends
- Employer/Alumni Consultation
- Regional Networking & Benchmarking
- Government/Professional Requirements
- Production Definition

2. **Curriculum Development**
- Develop Learning Outcomes & indicative evidence statements to demonstrate the achievement of these Learning Outcomes
- Department develops curriculum
- Feedback from externals
- Recommend to the Fulton Academic Committee with supporting rationale and analysis of implications for staffing, budgets and other College departments

3. **Accrediting Approvals**

- Fulton Academic Committee recommend to the appropriate Curriculum Advisory Committee
- Recommend to Fulton Board
- Recommend to Accrediting & Professional Bodies – HECF, SPATS, FIA, etc
- Recommend to Trans Pacific Union Executive
- Recommend to South Pacific Division Board of Education (& Board of Ministerial and Theological Education [BMTE] where appropriate)
- Recommend to International Board of Education [IBE] /International Board of Ministerial and Theological Education [IBMTE]

## EXAMINATION RULES & REGULATIONS – FACE TO FACE & ONLINE

- **Dress Code**: Decent dressing is required all throughout the exam. Food is not permitted in the examination venue, but candidates can bring in a bottle of drinking water in the examination room.
- **ID Card: Students will only be allowed into the examination room with a Fulton Student ID and an examination pass at the back of the ID card from the Business Office.**
- Students will only be allowed in the exam room with pens, pencils, rulers, erasers like rubber (not white fluid) and calculators **only**. Pencil cases will not be allowed into the exam room. Borrowing in the examination will not be allowed. All exam writing will be done on pieces of papers that are provided by the examiners only.
- All bags and books must be left at the back or the side of the exam room before entering. Any candidate who is found to be in possession of any written, printed or electronically published matter, whether it has been used or not, will be considered to be attempting to cheat. The student will be sent out of the exam room and the matter will be reported to the Academic Committee for disciplinary action.
- **No mobile** phones are allowed in the examination room.
- Students should arrive outside the examination venue 10 to 15 minutes before the examination is due to start.
- Students will not be allowed to enter the examination room later than 45 minutes after the examination has commenced. Students may enter the examination room before the 45 minute-period but no extension of time will be allowed for them.
- No student will be allowed to leave the examination room until one hour has elapsed.
- No student will be permitted to leave the examination room during the last 10 minutes of the examination.
- Students who need to use the washrooms should be escorted to and from the facilities by one of the supervisors or available staff.
- During the examination, students must not:

    *Write messages to examiners or use abusive language in their scripts.
    *Look at or copy any other candidate's answers.
    *Use any other source that is not permitted under the exam conditions
    *Talk or make undue noise, or misbehave in any other way
- Before leaving the examination room, all examination papers must be handed to the supervisor.
- Students are expected to be honest in the conduct of the exam, whether it is face to face or online. Any breach in honesty is an automatic F exam result.

# LIBRARY POLICIES AND PROCEDURES

**THE BILL AND JUDITH GANE LIBRARY**
This library policy is comprehensive though not exhaustive and can be reviewed as time and circumstances do require. It is understood that all who use the library would adhere to its content as it safeguards the facilities and resources. It also considers the security of all users or beneficiaries of the services provided herein.

**PHILOSOPHY**
The *Bill and Judith Gane Library* will take an active part in fulfilling the Vision and Mission of Fulton because it is a vital academic component of the institution. Therefore it seeks to:

> *Facilitate access to information for the scholarly pursuits of the College
> *Provide services with academic excellence to all members of the College community.

**MISSION STATEMENT**
The Mission of *Bill and Judith Gane Library* is to:
> *Resource the curriculum offered at Fulton through the access to collections, information services and other information sources physically and/or virtually for all programs of study.
> *Encourage growth in accurate knowledge, literary appreciation, aesthetic values and ethical standards.
> *Inspire development in continued educational experiences and lifelong interest in library-use

**VISION**
To provide quality academic and scholarly information resources to the College community and fostering research practices.

**STAFFING**
The *Bill and Judith Gane Library* staff are qualified librarians giving the College community a variety of expertise so as to provide patrons with efficient and effective services.

**OPENING HOURS**
SEMESTER/SUMMER SCHOOL (including Public Holidays)
    **Sunday to Thursday**:  8.30am to 10.00pm

    **Friday**:                8.30am to 12.30pm

    **Saturday**:              7.30pm to 10.00pm

SEMESTER BREAKS (excluding Public Holidays)

    **Monday to Thursday**: 8.30am to 5.00pm

    **Friday**:              8.30am to 1.00pm

**AUTHORISED USERS**
The following people have the privilege of using the library facilities and accessing resources:
- Faculty and staff of Fulton Adventist University College
- Registered students of Fulton Adventist University College
- High school students (From 1-7) residing on camp who are directly engaged in research or educational activities and need to use library resources. However, they **must** be closely supervised by parents.
- Registered External Borrowers: These could be members of the Fulton community or individual researchers. See Appendix A for details.

**Please Note:** Kindergarten and Primary children are **not permitted in the library** at all times.


## CODE OF CONDUCT FOR LIBRARY USERS

Fulton provides quality Christian Education and upholds values such as integrity, fairness, equity, simplicity, respect and accountability. Therefore, it is required that all library users will have an obligation to respect the rights and needs of others, and to accept responsibility for the appropriate care of library facilities and resources. Using the library is a privilege and not an automatic right.

This code of conduct is applicable to all library users whether using the physical or virtual environment. The purpose of this code is to reinforce the fact that:

- All library users have **a right to conduct** their research study and learning in a safe environment **without undue distraction or disturbance**.
- All library users have an **obligation to respect the rights and needs** of others and to accept **responsibility** for the appropriate care and use of library facilities and resources. Therefore, library uses must adhere to the following conditions:

  a. Enter and exit the library via the security gates in the main library entrance, unless instructed otherwise.
  b. Users should obey public announcements and leave the library when requested by Library Staff.
  c. All books and other items must be presented for inspection when the electronic security alarm indicates that an item may have been incompletely loaned or if requested by a staff member.
  d. Library materials should be returned by the due date or penalties may apply.
  e. All library users must comply with the legislation regarding copyright law:
     - Publicized license conditions for online resources
     - Users must comply with all notices or signs in the library or on the library's website.
  f. Library computer equipment is intended to facilitate access to information for the purposes of teaching, learning and researching. Library users should be considerate of others by being quiet in the designated Quiet and Silent areas.

  h. Group study rooms are made available for study and discussion. These rooms must be booked by presenting a valid student ID card at the circulation desk. The time frame being **ONE** hour per group.

  i. Antisocial activities including harassment of other patrons and staff, and the use of inappropriate language or behaviour is not tolerated.

  j. Mobile phones should be switched to **silent mode** upon entering the library. Phone calls are to be taken outside the library building. Failure to comply will incur penalties.

  k. Food and drinks are NOT permitted in the library for the safety and preservation of our collection.

  l. All bags, including laptop bags, are to be left on the allocated shelves at the entrance of the building.

  m. All headphones and other hearing aids must be left in the bags placed on the shelves allocated as they are not allowed in the library unless one gets a medical certificate indicating he/she needs a hearing aid (the document must be presented to the Librarian).

  n. As noted in the *Student Handbook*, students should dress as professionals around the campus including the library. Users are expected to dress neatly and appropriately with hoods, caps or other head coverings removed before entering the Library.

  o. Library users should willingly comply with policies, work, health and safety practices within the library building including the use of laptops and keeping emergency exits and walkways clear and uncluttered.

**Note:**

Users and persons contacting the library should accept that the library does not page users or accept telephone messages, except in cases of emergency. Library phones are not   for personal use and patrons should **not ask** to use them, except for emergency circumstances

## CONSEQUENCES OF BREACHING THE CODE
Library users who breach the code of conduct will be required to present their student ID cards and the incident will be documented by the library staff.

## DAMAGE DEFACING AND LOSS
Any person who damages or defaces any library material or property shall pay the cost of repair or replacement including a library processing charge.

## MISCONDUCT
For any form of misconduct or breach of the Code of Conduct the Librarian may:
   a. Ask the user to leave the Library
   b. Suspend library privileges
   c. In exceptional cases a disciplinary hearing may follow

If a user is unhappy with the library's disciplinary processes or with their treatment by library staff, they may file a formal grievance as outlined in the appropriate Grievance and Appeals Policy.

# LIBRARY RESOURCES
Resources are stored in one of five areas: General Stacks, References, Desk Reserve, Serials and Secure Collection. Electronic databases and books are also available.

## GENERAL STACKS
This is the largest section of our collection. Resources cover all subjects ranging from Computer Science, Religion, Social Science, Language etc. Resources from this collection are available for loan using the procedures mentioned below.

## REFERENCE MATERIALS
All reference materials (encyclopedias, dictionaries, etc…) are **NOT FOR LOAN** as we have very limited number in the collection. No one is allowed to borrow items from that section. Lecturers who desire to use those for classes MUST make prior arrangements with the Librarian at least two days ahead.

## PAST EXAM PAPERS
Lecturers will make available past exam papers in PDF format (last five years) in a library repository. There may be circumstances where this is not possible such as when there is a new lecturer who has no access to previous exam papers.

## DESK RESERVE MATERIALS
Lecturers who feel specific resources may be in great demand will place materials on Desk Reserve. These materials are available to students for only ONE hour loan within the premises of the Library. No items on Desk Reserve are to be removed from the Library. The one-hour loan will enable all students to have an opportunity to use the resources. Borrowers are to respect the time limit placed on these materials and return them accordingly. There is possibility of renewing the same item for another hour if no one else has placed a request.
An "overnight loan" (after 9.00pm) could be arranged with the Librarian for special circumstances and the material must be returned the next day between 8.30am – 9.00am. Failure to do so will see yourself being penalized with a fine of $1.00 per hour per item.

## SERIALS

Resources in this section are not for loan and should not be removed from the library. However, patrons are most welcome to photocopy the materials. The Fiji Times and Fiji Sun are provided on a daily basis and these remain the property of the library.

## SECURE COLLECTION

Materials from this collection are NOT FOR LOAN. They are to be kept in the Secure Collection room at all times. When using this room, patron is to abide by the following:

a. You will be required to have a piece of paper and/or pen/pencil
b. Do not take in any folders, bags, laptops, etc…
c. No food and drinks permitted in the secure collection room
d. This is not a meeting room neither it is a study room.

If there is a need for photocopy, seek assistance from any library staff or the circulation assistant on duty.

## ELECTRONIC DATABASE

The electronic database, for which the library pays a fee to vendors, have various licensing constraints. Some are explicitly restricted to primary users. Outside of Fulton, access is only permitted to registered Fulton users. Non-Fulton researchers are only able to access online resources from within Fulton library building. For specific questions please consult the Librarian.

Data created in the library, e.g., electronic texts, image files, geographic and numerical data, and multi-media, is made available to all users as copyright and licensing permit. Much of this value-added information has copyright restrictions and licensing constraints that limits use to primary users of this library.

## PROQUEST

ProQuest is a collection of many databases that provide access to thousands of journals, magazines, newspapers, dissertations, and other publications.

FAUC subscribes to the following databases:

- Coronavirus Research Database
- Ebook Central
- ProQuest Central

**Coronavirus Research Database** is a free health and medical research database for openly available content related to the COVID-19 outbreak.

**Ebook Central** provides authoritative, full-text e-books in a wide range of subject areas along with powerful tools to find, use, and manage the information.

**ProQuest Central** is the largest single periodical resource available, bringing together complete databases across all major subject areas, including Business, Health and Medical, Social Sciences, Education, Science and Technology, and Humanities.

## HOW TO ACCESS PROQUEST

Log into your **Moodle** account using your FAUC student /staff username and ID. Next, click on the **ProQuest icon** to begin your search. Once you are logged into one database, you are logged into all of them until you close your browser.

## HOW TO SEARCH

When you click on **ProQuest**, you will see the three databases, if you prefer, you may select one of the specific subject related databases to do your search. You can either do a basic search or advance search.

- The Basic Search screen has a single search box on it with tabs above. You may search **all** types of resources or choose one of these: **Scholarly Journals, Books, Videos & Audio, Dissertations & Theses, or More** which displays several more source types on its drop-down menu.

- For an advanced search click on the link to Advanced Search in the navigation bar at the top of the page. The screen provides two rows of search boxes, with an option to add more, that allows you to combine multiple search terms.

# USING THE LIBRARY

## ACCESSING THE LIBRARY

An OPAC (**Online Public Access Catalog**) is an online bibliography of a library collection that is available to the public. **OPACs** developed as stand-alone online catalogues. Fulton library is now using KOHA as its library management system. Patrons can access the catalogue online using the following URL: **<paul.intersearch.com.au**>. This service is available to all registered students of Fulton.

There are two OPAC desktops located in the library which provide access to the library catalogue. Patrons are allowed to use them for research purposes only with a time limit of 5 minutes. Library staff have the right to request you to vacate the equipment after that time limit so that other patrons could access the service. The OPAC can also be accessed outside the library.

## SHELVING

Patrons who use materials from any section of the library and do not wish to borrow them are requested to leave the materials neatly on the shelving bays in the general stacks. *Only authorised library workers should shelve materials in the stacks.*

## BORROWING FROM THE GENERAL STACKS

Alternatively, students may wish to borrow resources for use outside of the library. To do so, students:

- Must present their Fulton ID card to facilitate the provision of services. We recommend that you do not lend your card to anyone else as you are responsible for all items borrowed on your card either by yourself or someone else using your card. To prevent unauthorized use, you need to report lost cards to the library staff on duty.
- May borrow up to 6 items for a period of 14 days.
- Are required to care for the items which have been loaned to you and return them as per due date (see "due date slip"), you will receive three emails reminding you of the due dates and you could also check your personal library account using the library's OPAC on the following URL <paul.intersearch.com.au>.

## RETURNING OF BORROWED ITEMS

Once finished with the borrowed books, and **no later than the due date**, books need to be returned to the circulation desk during opening hours.

In order to avoid unnecessary fines, do check the due date slip and your email as a message will be sent to you as a reminder. You could also access your library account through <paul.intersearch.com.au>. However, you need to consult the librarian who will communicate to you your username and password as set by the library management system.

## RENEWING LOANED ITEMS

Alternatively, students may renew their book. However, you can only renew a loaned item twice and only if another user has not put a **hold** on that book.

- Items that are "**on hold"** for another borrower cannot be renewed and must be returned immediately they are due.
- Present yourself at the circulation desk with the loaned items. The person on duty will be happy to assist you on that.
- Log into your account at <paul.intersearch.com.au> and you could manage your renewal from there.

- If the above solutions are not suitable to your situation you could send an email to the library staff who will do the renewing for you. It is your responsibility to renew needed items before or on the due date or else your overdue fines begin to accrue.

**PENALTIES FOR OVERDUE MATERIALS**
The following penalties will apply accordingly:

*Lost or Damaged Materials:*

| | | |
|---|---|---|
| - | In-print materials | Replacement cost as listed or $50.00 |
| - | Periodicals | Replacement cost or pro-rated current subscription cost |
| - | Other materials | Original cost or actual cost of comparable item |

| *Overdue Materials:* | 0.50 cents per day per item | $20 maximum per item |
|---|---|---|

| | | | |
|---|---|---|---|
| - | Books | | |
| - | Periodicals | $1 per day per item | $20 maximum per item |
| - | Recalled items | $1 per day per item | $20 maximum per item |
| - | "Desk Reserve" items | $1 per hour per item | $20 maximum per item |
| - | Audio-visual items | $1 per day per item | $20 maximum per item |

When materials are returned late and fines have incurred, the user will receive notification of the amount and reason for the fines. When materials are not returned and become long overdue, the user is billed for replacement cost and library privileges are suspended. This includes use of special collections. Payment for materials found and returned within 30 days of payment will be refunded. After 30 days, no refund will be permitted.

Student fines will be referred to the College's Business Office for collection as part of the College's centralized billing system and the receipt presented at the Circulation desk the same day. This will allow the library staff to clear patron's account.

**INTER-LIBRARY LOANS SERVICES**
Inter-library loan services are possible with the library of The University of the South Pacific (USP) but only through Fulton's librarian. Patrons who wish to loan a material from USP should place his or her request with the librarian at least a week ahead who will then negotiate with the USP library for the items to be made available. However, this often depends on the availability of the requested item (s).

We would like to encourage our patrons to become an external borrower at USP and Pacific Theological College (PTC) though there are some financial implications.

# LIBRARY EQUIPMENT
The following equipment is provided for patrons' usage within the facility:
- Stapler, paper puncher, etc…
- Guillotine
- Binding machine
- Laminating machine

It is the patron's responsibility to ensure that borrowed items are returned and to buy one's own necessary supplies for binding and laminating. The library will not sell any of those items needed for personal work. Refer all your laminating work to the circulation assistant on duty

who will get that done for you. Financial penalties will apply if items are damaged, lost or not returned.

## BINDING
A spiral binding system using plastic binding combs is available to students. The binder is located on a table near the photocopier. Students should purchase supplies from the Canteen. However, due to some circumstances and patrons cannot purchase those from the canteen, the library has supplies but with the following cost:
- Backing card                   50c per sheet
- Plastic covers                  50c per sheet (NOT to be used in photocopiers)
- Plastic binding comb      50c per comb

Patrons are to ensure that the workstation is left clean and be mindful of the next person who will be using the work area. All rubbish must be placed in the bin.

## LAMINATION
Students should purchase laminating pouches from the canteen and arrange with library staff at the Circulation Desk for the laminating to be done.

## PHOTOCOPYING/PRINTING
There is a black and white/coloured scanning photocopier available in the Library. Use this to scan documents, photocopy or print. All printing is also sent to this photocopier. You will need credit on your student card to photocopy or release your print jobs.
If there is a queue at the Library photocopier, you may also use the Computer lab photocopier to release your print job there.

For any printing and photocopying jobs, you will need to get print credit from the Business office (opening hours: 9.00am to 5.00pm).

Costs per photocopy or print page:

- Black and white (single side)          A4   15 cents
                                                        A3   30 cents
- Colour (single side)                        A4   50 cents
                                                        A3   $1.00

Simply scan your card across the little black box on top or on the side of the photocopier and choose either *Print all* or choose *Use Copier function (*for photocopying). When you press *Print all* you will see what you have sent to the printer, and what it is going to cost. Click on the job you have sent through and you are given the option to either print or cancel your printing.
For coloured copies, select *Colour Print* from your computer before printing, otherwise, the photocopier automatically prints black and white. However, when photocopying you need to keep an eye on the *Output colour* and select B/W if you do not wish to print in colour.

## SCANNING
Scanning is free. However, you still need your student card to scan. All scans are sent to your email address as a .pdf document. Select *Scan to PC* and type in your email address. Press *Enter* when you have finished scanning to send the scans to your computer.
The library staff and circulation assistants will be happy to assist you with the operation of the copier if you are uncertain on how to proceed. Please ask at the Circulation desk or any staff on duty.

## VIDEO CAMERAS
The library manages two Sony HDR CX405 video cameras on behalf of the institution. These cameras are to be used for academic purposes only and not for any personal matters. When borrowed, the package contains:
- Camcorder – 1
- AC adaptor – 1

- USB Connection support cable – 1 (It is designed for use with this camcorder only. Use this cable when the Built-in USB cable of the camcorder is too short for connection).
- HDMI cable – 1
- Rechargeable battery pack NP-BX1 – 1
- Operating guide – 1
- Two (02) MicroSDHC UHS-I card with Adapter – 2

# BORROWING PROCEDURES

- Only lecturers are allowed to use the video cameras
- Lecturers are responsible for the materials loaned to them
- No students are allowed to use the material unless approved and supervised by the lecturer.
- Read the instructions carefully before operating the device as to avoid consequences.
- Any defects detected after usage which requires repair and maintenance will definitely be charged to your personal account.
- Return the items as per your request – failure to do so will see yourself being penalized.
- If unsure about the operation of the device please do seek advice – Do not guess

# LIBRARY POLICY AND PROCEDURE:

**FULTON EXTERNAL BORROWERS**

The Fulton library is primarily intended to support the learning and teaching needs of the college staff and students. However, we do acknowledge the fact that others will find the resources and services provided to be useful to them as well, therefore, membership has been made available to the wider community. To become a community library member requires registration with the library and the payment of an annual fee:

**REGISTRATION**

- Must be done in person at the Library circulation desk
- Includes payment of an annual fee and for a membership card
- Requires sighting of some form of valid identification that includes the patron's postal address.
- Processing is preferred between 9.00 am to 3.00 pm.
- Fill in the application form
- A Library ID card will be issued

**FEES**

- Fulton staff - spouse or child in year 11, 12 and 13
- Fulton student spouse or child in year 11, 12 and 13.
- Community member

**BORROWING RIGHTS ARE NOT TRANSFERABLE**

You are the only person registered and entitled to use your card. Your card will entitle you to borrow up to 6 normal loan items for 14 days with one renewal. Staff at the loan desk can provide details of services available to you.

In addition to the normal terms and conditions of use to which all borrowers must adhere, there are some special conditions which apply to Community borrowers.

- The borrower's valid ID card must be produced each time a library item is borrowed and returned.
- Library items must be returned to the Library before or on the due date during opening hours.
- It is the borrower's full responsibility to notify the library staff of any change of address or change in status under which borrowing privileges were granted.
- The borrower may use all collections in the library except for special collections or material restricted to College personnel.
- Reserved items may NOT be borrowed.
- Community borrowers may access the on-line catalogue using their own devices.
- Community borrowers may NOT place holds on Library items.
- The library reserves the right to withdraw permission to borrow.

**Other Borrowing Policies**

| Borrower Category | Fee (F$) | Membership Period | No. of Items | Loan Period |
|---|---|---|---|---|
| External Borrower (Pacific Collection only) | 30 | 1-10 Consecutive Days | - | - |
| External Borrower (individual) | 65 | Per Year | 1 | 14 days |
| External Borrower (alumni) | 50 | Per Year | 1 | 14 days |
| External Borrower (individual) | 245 | Per Year | 5 | 14 days |
| External Borrower (alumni) | 200 | Per Year | 5 | 14 days |
| External Borrower (MOA/MOU) | Staff $65 Student $20 | Per Year | 5 | 14 days |
| External Borrower (CROP Members) | 55 | Per Year | 5 | 14 days |
| External Borrower (Pacific TAFE) | 50 | Per Year | 1 | 14 days |

The loan periods and number of books given above apply to items from the General Collection. For other collections, the following apply to all categories of borrower:

| Collection | No. of Items | Loan Period |
|---|---|---|
| Pacific | 1 | 3 hours |

| | | |
|---|---|---|
| Reserve | 1 | 2 hours<br>some items overnight* |
| Audio-Visual | 1 | 14 days |
| Computer Resources | 1 | 14 days |

# LIBRARY COLLECTION MANAGEMENT POLICY

**PURPOSE**

The library provides information resources and services to students, faculty and staff at Fulton a University College in order to support their learning, teaching and research activities.

The policy supports the fact that the library serves as a resource base for the scholarly pursuits of the institution both the present and future. It ensures that the selection, access, use, retention/weeding and preservation of library resources are guided by a well-devised strategic plan.

The following strategies are highlighted in this policy:

- Resource all curricula taught in this institution
- Organize and maintain collections for effective use
- Provide access to scholarly information in all formats to users wherever they are located
- Ensure long term access to scholarly information resources in all formats by preserving and archiving where appropriate
- Participate in cooperative and collaborative resource sharing and purchasing activities to improve the range of resources available to students and faculty
- It is important to note that the Collection Management policy is a dynamic entity and continues to involve and change so as to meet the requirements of the on-going learning, teaching and research activities of the institution

**SCOPE**

The library provides services to the following client groups; however, these may vary depending on current status:

- Students, lecturers and staff of Fulton University College
- The community patrons as per agreement

# COLLECTION DEVELOPMENT

**RESPONSIBILITY**

This responsibility is shared between the library staff and the academic staff within the limits of available funds. However, recommendations from students and other library patrons are also encouraged.

**BROAD SELECTION PRINCIPLES**

The library shall acquire a broad collection in various formats (books, periodicals, eBooks, etc…). Therefore, it will acquire resources which are related to the educational, professional cultural and research needs of students and staff of Fulton. The library also recognizes the fact that it is not possible to collect comprehensively in all discipline areas, so a "just in time" philosophy based on current demand may be applied. All physical materials purchased and obtained remain the property of the institution and are therefore housed in the library's facilities

(General Stack, Reference, Desk Reserve, Staff Resources and Secure Collection) and not in the various departmental offices.

Regarding all electronic resources, the access is only valid to all currently registered students and staff of the institution. It is a privilege given to all patrons and should not be abused. A list of URL addresses which do not require any financial implications are also made available to all users and may be used for their personal research (adventistarchives.org, etc…).

The following criteria shall serve as guidelines and applied to the selection of all potential acquisitions:

- Relevance of content
- Currency of content
- Accessibility of content (distance and perpetuity)
- Demand
- Replication of content already held
- Format
- Cost (initial and ongoing)
- Language
- Space and storage issues
- Physical condition of item
- Annual acquisition budget
- Materials in other languages will not normally be purchased, except for those materials which are required for the study of theology, foreign languages or by the approval of the Librarian
- Older materials may be added to the collection if they are seminal works, of historical or cultural significance or at the specific request of faculty

**EXCLUSIONS**

In general, the following materials or works are excluded from the collection:
- Multiple copies of textbooks
- Instructor's manuals and students study guides keyed to particular textbooks
- Class sets of material intended for teaching purposes
- Computer training courseware intended for teaching purposes

# ACQUISITION PROCESS

**BUDGET**

The information resources budget is allocated on a yearly calendar basis and is administered by the library. The acquisition budget is included in the library's operating budget. Resources are acquired by purchase, subscriptions, document delivery and/or interlibrary loan services (USP).

The acquisition budget represents around 5% of the tuition. It is shared among the departments using a formula. Contributing factors to the formula:

- Each discipline in program of study          40 points
- Each postgraduate modules                    20 points
- Each undergraduate modules                    10 points
- Each certificate modules                       5 points
- Anticipated student numbers                    1 point

These numbers are allocated across departments, with the Library being allocated a number based on the number of students. The total for each department is then divided by the total for the institution to determine a percentage. This percentage is then applied to the Library Acquisition Budget after the allocated expenditure of subscriptions, including journals, electronic databases and electronic books. Lecturers within each department are then allocated an amount to spend.

To facilitate the immediate purchase of resources, the acquisition officer will release 75% of the department budget and divide this equally amongst each full-time lecturer.

The common practice is that the final budget is determined by mid-March after the close of registration when programs of study offered and student numbers are finalized. Once the budget is finalized at that stage, the department will need to allocated budgets to each lecturer (including part-time), though this is done by the acquisition officer.

It is vital to indicate that the purchase of resources is not limited to printed items but also include electronic and audio-visual resources. It is recommended that all resources listed in the *Indicative Bibliography* of each module descriptor must be available in the library holding.

## PROCESS

Each lecturer must fill in the appropriate order form, submit it to the appropriate Head of Department for approval and signature before submitting it to the Library Acquisition officer who will proceed from there. An expense report will be given at the end of each month for update. It is important to remember the following:

- Should individual lectures not utilize their allocated budget by the **30 June**, their allocated budget will be reallocated within the appropriate department.
- Should budgets not be utilized by the **30 September**, the Learning Resources Committee will reallocate this across the institution.
- The annual allocated budget is not transferrable to the following year.

## FORMATS COLLECTED

### ELECTRONIC RESOURCES

To expand the availability and accessibility of resources, electronic seems to be the preferred format for most material types provided the platform, cost, access and licensing conditions, and hardware & software requirements are acceptable. Access must be available across the campus and also for off-campus users. These resources are available through purchase, subscription or through free or open-source repositories. However, there is a need to consider the best purchase option for the institution. Print and other formats will be collected in the absence of any suitable electronic version but will not normally be acquired if an electronic version has been purchased.

### PRINTED RESOURCES

Usually no more than three copies of any print title will be held in the collection. Students should purchase their own copies of prescribed texts so as to build their own personal library as well. Items in high demand should be placed on Desk Reserve by the concerned faculty member (books, journals, articles, etc…) E-books will be purchased in preference to print, unless specifically instructed by the faculty member.

### NON-BOOK MATERIALS

These include CD and DVD, manuscripts, music, kit, graphic materials, toys, works of art, charts/posters, syllabi, curriculum development materials, games and regalia. These resources may have special storage requirements and/or specialized equipment for use.

**JOURNALS**

The library is actively moving to replace titles currently subscribed to in print with electronic form, provided the e-version is an authentic equivalent of print including, for example, full text coverage with perpetual access.

**NEWSPAPER**

Printed copies of the "Fiji Sun" and "Fiji Times" are purchased daily for reading in the library. These items are not to be taken out of the library.

**THESIS**

The Fulton library is the official repository of all Fulton thesis. However, there are some theses available and stored in the Secure Collection room. Only to be consulted in the library.

# DONATIONS

Fulton welcomes donations and accepts them on the understanding they will be assessed in accordance with the library's collection management policy. Those items not selected for inclusion in the library collections may be offered to:

- Other school libraries within the area
- Sold in library book sales
- Discarded

Donations will normally be integrated into the main collection.  Rare and expensive items will be given appropriate accommodation in the secure collection.

# WEEDING AND REPLACEMENT

The library maintains an active collection of materials appropriate to Fulton's academic programs and research activities.

**WEEDING**

This takes place in consultation with librarians and academic staff. Factors which may influence the weeding process include:

- Existence of multiple copies of material no longer in demand
- Physical condition of the material
- Low usage
- Outdated, inaccurate, misleading or discredited information
- Older material of no historical or research value
- Superseded editions
- Changes in course or curriculum content
- Availability of the same materials in electronic formats
- Short runs of journal titles

**REPLACEMENT**

Items may be replaced if they are damaged, lost or superseded technology but are still required to support the curriculum and research needs of the institution.

**PRESERVATION**

The library recognizes its responsibility for ensuring that resources in all formats, including print, graphic, audio, multimedia and digital format, along with the required equipment, are maintained in good condition for their usable life.

The library will continually undertake a number of regular activities in order to maintain the preservation process of materials in the collection so that access remains viable for as long as possible. These activities include the following:

- Binding and repair
- Purchasing duplicate materials in modern formats or reformatting (format shifting) where copyright allows
- Regular checks and appropriate action taken for mould, insects and vermin
- Removal of fragile, rare or old items in the secure collection
- Disaster preparedness
- Move towards a digitized environment where possible

**SECURITY**

All items added to the lending collections are fitted with electro-magnetic tags. Every item must be desensitized when checked out to patrons. The library is fitted with security gates and an alarm system.

Materials that are particularly vulnerable to loss or damage are kept on Reserve or moved to the secure collection.

# QUALITY ASSURANCE POLICY PROCESSES

**POLICY**

**Definitions:**

"**Quality** is a complex, multi-dimensional and often subjective concept as it is most often determined by different stakeholders under usually different circumstances. In assuring the quality of education and training activities, 'quality' is applied and understood to mean any of 'excellence', 'fit for purpose', 'continuous improvement', 'achieving thresholds', and 'value for money'. In the context of Pacific education and training, all of these meanings are assumed and will predominantly be both 'fit for purpose' (or fitness of purpose) and for 'continuous improvement'."[1]

**Quality Assurance** is known as the mechanisms and processes utilised to ensure that quality is implemented and embedded throughout the institution.

**Monitoring** is the process of seeking evidence to answer questions about the effectiveness of the institution.

**Evaluating** is analysing and assessing the evidence collected through the monitoring process.

**Reviewing** reports and the actions taken in the light of the evaluation.

## PURPOSE

The purpose of internal quality assurance is to:
- Monitor the operation and performance of all aspects of the institution
- Seek regular and constructive feedback from key stakeholders
- Ensure consistency throughout the institution
- Share good practice
- Evaluate the data collected as part of the monitoring operation
- Recognise areas of strength
- Identify areas for improvement
- Propose strategies for using strengths to improve the operation and performance of the institution
- Allocate resources in the most effective way to maximise their use, report to the stakeholders on the actions implemented as a result of the monitoring, evaluation and review processes

## PRINCIPLES

All members of the institution are involved in the process of quality assurance, including the monitoring, evaluation and review of the operations. Monitoring, evaluation and review is dependent on self-critical reflective practice. Monitoring, evaluation and review should operate in a climate of mutual trust, respect, support and professionalism.

## SCOPE OF QUALITY ASSURANCE

The scope of Fulton's quality assurance policy includes all aspects of the educational process throughout the whole of the student life cycle - enquirer applicant, enrolled student, progressing student, graduate and alumni. As noted in the following diagram, it focuses on seven key areas of institutional life:
- Statistics documenting the academic life cycle
- Development and implementation of the curriculum
- Selection and management of faculty

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[1]Adapted from INQAAHE "Quality Assurance in Higher Education" Module 2, Unit 1 (International Network for Quality Assurance Agencies in Higher Education, 2007), as cited in SPBEA, *The PRQS Quality Assurance Standard*, (Suva, Fiji: Secretariat of the Pacific Community, 2011), p.2.

- Teaching and learning process
- Resources for learning
- Institutional Facilities and
- Student support services

In each of these categories, a range of evidence is sourced to provide input into the cycle of continuous improvement.

## SOURCES OF DATA
The following sources provide insights into the quality of the institution processes and action plans to provide continual improvement.

    *1.Academic Statistics***:**
- Enrolment data: (Qualification; Age; Gender; Ethnicity; Religion; Disability; Scholarships)
- Progression data: (Progression; Withdrawals; Repeats; Terminations; Appeals)
- Graduate data: (Graduates; Year; Classifications; Destination)

    *2.Curriculum:*
- Internal Curriculum Design: (Professional Standards; Employer Expectations; and Benchmarking)
- Curriculum Advisory Committees: Academic Staff (chair); Professionals; Employers; Industries; Recent Graduates; and Students
- Graduate Survey
- External Reports
- Accreditation Reports: AAA; HECF; SPATS

    *3.Faculty:*
- Appointment: Qualifications; Experience; and Ethos
- Student Survey
- Graduate Survey
- Faculty Report: (Professional Contribution; Department & Peer Review; Research)
- Accreditation Reports

    *4.Learning & Teaching:*
- Student Survey
- Graduate Survey
- External Reports
- Accreditation Reports

    *5.Learning Resources - Educational & Technological:*
- Student Survey
- Graduate Survey
- Accreditation Reports
- Learning Resource Committee Reports

    *6.Facilities - Infrastructure & Maintenance:*
- Student Survey
- Graduate Survey
- Faculty/Staff Survey
- Accreditation Reports

    *7. Support Services: (Administration; Finance; Student Services; Spiritual; Social; Residential; Food Services)*
- Student Survey

- Graduate Survey
- Faculty/Staff Survey
- Accreditation Reports

**PROCESS**

The central tool to Fulton's process of quality assurance is the Institutional Annual Report. The Institutional Annual Report are the Departmental Annual Reports including all the attributes mentioned in numbers 1-7.

**DATA COLLECTION**

The reports are based on data collected from the following eight sources:

1. Prior recommendations
2. Statistics
3. Accreditation reports
4. Faculty/Staff reports
5. Graduate surveys
6. Semester Student Survey of Teaching & Learning
7. Student and Faculty surveys of support services

The type of data collected from these sources is as follows:

*Prior Recommendations:*

- Progress on previous action plans
- Feedback from Quality Assurance Committee
- New Action Plan

*Academic Statistics:*

- Enrolment
- Progression
- Graduate

*Accreditation Reports:*

- AAA
- HECF
- SPATS

*External Report:*

- Comparability of standards
- Good practice
- Concerns and recommendations

*Faculty Report:*

- Professional Development
- Professional Contribution
- Peer Review
- Research & publications

*Graduate Survey:*

- Satisfaction: (Academic, Spiritual, Co-curricular)

- Employment
- Suggestions

***Student Survey:***

*Academic:*

- Teaching Quality
- Learning Resources
- Assessment & feedback to students
- Student support & guidance
- Faith & Learning
- Context
- Suggestions

*Support:*

- Spiritual programs
- Social programs
- Finance (accuracy; efficiency)
- Technology
- Food Services
- Residential
- Suggestions

***Faculty/Staff Survey***

- *Date Analysis & Strategies:* Once this data is collected and processed, it is assessed and evaluated by employees within each part of the institution. As a result of such critical reflection, good practice is identified and commended, and action plans proposed to address the challenges noted.
- *Institution Annual Report:* Each department's annual report is then collated into an institutional report with management providing an overview of the quality issues within the institution.
- *External Review:* The institutional report is then submitted to the Academic Office which will involve the Research Team/Group. The report from the Research Team/ Group would cluster around 4 responses:

  *Commendation
  *Concerns
  *Recommendations
  *Requests
- *Response Loop*: Fulton and the various departments would then consider the concerns, recommendations and requests of the External Review panels and formerly respond to them in the next Annual Report, outlining the actions taken to address the requests, responses to the recommendations and consideration given to the concerns.
- *Feedback Loop:* In addition to the formal response to the External Review, Fulton would also communicate with its various stakeholders outlining actions taken as a result of the cycle of continual improvement.  It is hoped that not only information is provided to the various stakeholders, but that all stakeholders are motivated to provide future responses as they have evidence that their input has been valued and used to make a difference

# APPEALS

Students have the right to appeal any decision. Details of the Appeals Policy is contained in the *Student Handbook*.

## ACADEMIC APPEALS

Students wishing to appeal against a grade are required to complete the Academic Appeals form (available from the Academic Office) **within 14 days of the date of the official publication of results** if one or more of the following conditions is deemed to apply:

1. There is a reason to believe that a material administrative error of any type has occurred.
2. There is reason to believe that assessment of summative course work has not been carried out in accordance with published guidelines.
3. There is reason to believe that the student's performance may have been adversely affected in any way which, although justifiably not documented to the Examination Board as provided for above, is nevertheless convincing to the Examination Board.

Appeals by students on academic decisions is first heard at the Academic Committee. To challenge the Academic Committee decision, the appeal will be decided by the Administrative Committee and the decision made will be final. When considering any appeal, the Administrative Committee must be quorate (50% plus one), and they must respond to any appeal within 14 days.

## APPEALS RE-WITHDRAWAL FROM A MODULE OR ACADEMIC TERMINATION

When a student is required to withdraw from a module or is terminated from their course and from the College, the *Academic Office* respectively issues a notice of withdrawal or termination. In the notice the student is informed of their *right to appeal to the Academic Committee* within _three days_ of the delivery of the notice, providing the Academic Committee with any information that the student believes to be relevant to the appeal.

If a student is not satisfied with the result of any initial appeal, or if the Course Director/HOD fails to respond within the allotted period, the *College Appeal Policy and Process can be invoked.* However, in the case of an Academic Appeal, the Appeals Process does not have the authority to change the grades, but to require the institution to ensure that appropriate processes are followed in the determination of a grade. Such decision is always final.

# PROGRAMME OF STUDY

## CURRICULUM RATIONALE AND BACKGROUND

The Fiji Higher Education Promulgation came into effect in 2008. As a result of this the Higher Education Commission Fiji was established. Their mandate was to regulate the Higher Education sector through a process of accreditation of institutions and qualifications. Consequently, the Fiji Qualifications Framework was designed and launched in February 2012. This is an outcomes-based framework which quantifies the volume and complexity of learning according to international standards.

In developing the curriculum, Fulton has considered the needs of the region, expertise of our wider organisation, professional standards of related associations (if applicable), benchmarking with similar programs nationally (where available) and internationally, and dialogue with potential employers, professionals, and recent graduates (if available). This internal work is reviewed by the Curriculum Advisory Committee prior to submission for endorsement to the

College Board, other entities and the Higher Education Commission Fiji.

**FOCUS ON LEARNING OUTCOMES**

One key aspect of the Fiji Qualification Frameworks is the emphasis on achieving learning outcomes. Concepts of measuring inputs such as entry levels and learning time is overshadowed by the need for students to demonstrate their mastery of the discipline against the stated learning outcomes - both for the program of study and the individual component. Naturally there is a need to monitor the inputs and ensure that students are properly equipped for the study program, as well as have a notional understanding of the time it would take an average student to achieve the learning outcomes. However, the quality of an award is measured by the demonstration of the learning outcomes benchmarked against a framework of defined educational levels.

In this outcomes-based approach, the academic viability of a program focuses on the suitability of the graduate for employment in the marketplace. Such an outcome focuses on the holistic development of the candidate including the professional development, personal qualities and spiritual formation, and not just the academic achievement. Fulton has generically profiled the graduate of an Honours degree or Postgraduate Diploma as a competent professional who can resource other professionals due to their research interests or specialisation.

- A Bachelor's degree or Graduate Diploma as a competent professional who can work in their own business or lead a team
- An undergraduate Diploma as a member of a team working under the direction of a professional
- Certificate as an employee providing support to a team

**CURRICULUM ADVISORY COMMITTEE**

The Curriculum Advisory Committees appointed by the College to review the curriculum comprise employers, practitioners, graduates, students and academics. The standards of the Higher Education Commission Fiji require such critical engagement as part of their accreditation of both institutions and qualifications. Some regional representation has been included as consideration also needs to be given to the developments occurring throughout the Pacific so that the curriculum can continue to be adapted to these changing circumstances.

**CURRICULUM DESIGN**

The curriculum Design is modelled on current practice where there is a greater focus on integration, progression and depth. The Fiji Qualifications Framework typically defines an Honours/Postgraduate degree as four years of study with at least 72 credits of the 480 credits at Level 8, a Bachelor's degree as three years of study with at least 72 of the 360 credits being at Level 7, a Graduate Diploma as being one year of study with at least 72 of the 120 credits at Level 7, a Diploma (or Advanced Diploma) as two years of high education study with at least 72 of the 240 credits being at Level 6 and a Certificate (or Diploma) as one year of high education study with at least 72 of the 120 credits at the level of the award.

Fulton has chosen to divide each semester into four components for the awards up to Level 7 and two components for the awards at Level 8. This means that the semester assessment word counts for each level of study are divided in four so that students, especially those at the higher levels, benefit from writing more substantive assessments which will give them greater opportunity to develop thoughtful arguments.

It also means that students need to complete the program in a structured approach ensuring that they have mastered each level (75% complete) prior to progression to a new level. This does require a rethink of scheduling modules as students should take these in a sequence so that they can develop the necessary skills for higher order learning required in later modules.

Theoretical and placement learning (practicum) need to be designed to complement each other. Consequently, each practical component reflects the theoretical focus of the preceding semester. Assessment of the practical education (not just experience) includes assignments which apply, critique (including self-critique) or reflect on the theory already taught. Consequently, they do not have credit attached to them, although they do provide opportunities to demonstrate competence in real life for the skills taught throughout the semester.

Within the awards outlined above, Fulton plans to nest other awards. Within the Bachelor Honours degree is a degree and diploma. There is also room within this framework for awarding Postgraduate Diplomas and Certificates and Graduate Diplomas and Certificates.

## CORE CURRICULUM
Fulton has five key components embedded across the proposed degree curriculum. Four of these are focused on embedding **Adventist values**: *Life & Teachings of Jesus*; *Essentials of the Christian Faith*; *Applied Christian Ethics* and *Health and Lifestyle*. This approach is to intentionally embed the Adventist philosophy and values in the education offered at Fulton. The other, *Academic Research and Writing*, is to ensure a consistent quality of expression in the professional work of the graduate.

## CO-CURICULAR COMPETENCIES
In addition to the core curriculum, Fulton is requiring all students to demonstrate various competencies. Based on the assumption that the general education requirements are covered in the student's prior learning (Fm 7, Foundation Studies, Life-Skills etc.), Fulton needs to ensure that students have these skills at the required levels. Should students have not achieved a satisfactory pass in these competencies by the end of the first semester, classes in these competencies will be offered during the mid-year break of the first year of study.

- Computer Skills: All programs
- Literacy & Numeracy: All programs
- Vernacular (Fijian & Hindi): Education (Fijian nationals)
- Adventist Doctrine: Theology

Research is an integral part of the Honors/Postgraduate program. It is critical that today's graduates can develop the skill of exegeting the text and context as well as reflecting critically on personal and professional practice in an objective scholarly manner so that the cycle of continuous improvement is intentionally embedded in professional practice.

# ACADEMIC PROGRAMMES

## BACHELOR OF BUSINESS:
Fulton offers a Bachelor of Business with three pathways: *Accounting & Management*; *Information Systems*; and *Marketing*. The following purpose statements outline the graduate for each of these pathways.

### ACCOUNTING & MANAGEMENT
The program is primarily designed to equip graduates with the skills and expertise relevant to an accountant and a manager. It provides a sequential series of studies in accounting practices and principles with a blend of economics and management, including approaches to national and international management. Graduates will have the ability to work as accountants, having completed some essential components for professional registration, as well as have a foundation for future studies.

The program is designed to prepare graduates for a successful career in designing, operating and managing information systems. It provides a sequential series of studies in Information systems, including hardware, networking, management and administration of information systems, with some exposure to marketing and management. Graduates will have the ability to work as information system analysts and managers and website designers, as well as have a foundation for further studies.

The program is designed to prepare graduates for a successful career in marketing. It provides a sequential series of studies in approaches to national and international marketing, understanding the market operations, consumer needs and wants, maintaining a competitive advantage and operating profitably. Graduates will have the ability to work as marketers and departmental supervisors to operate and manage a business profitably in private, national or in an international context as well as have a foundation for future studies.

**GRADUATE PROFILES**

On successful completion of the **Bachelor of Business** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Accounting & Economics Studies** | Analyse and audit any accounting transaction. |
| | Critique accounting practices to ensure that proper financial reporting and good governance are practiced. |
| | Critically apply different approaches and techniques to all aspects of accounting including facilitating the decision-making process. |
| **Information Systems Studies** | Apply fundamental concepts and underlying technologies associated with the internet, computer networks and protocols. |
| | Critically analyse problem situations and design systematic and technological solutions |
| | Creatively design, develop, implement and support websites and databases to meet a range of client specifications |
| **Marketing Studies** | Critically analyse the needs of the market and identify strategic approaches that will enable products and services to reach the target markets, meet consumer needs and enhance customer satisfaction. |
| | Develop strategic marketing approaches to all marketing applications of the marketing mix for the purpose of reaching and meeting target market needs, have competitive advantage and operate sustainably. |
| **Business & Management Studies** | Lead people and organizations through efficient and effective management processes and practices. |
| | Apply lively imagination to the application of management principles and practices in private, national and international contexts. |

| Religious & Philosophical Studies | Sympathetically appraise the Seventh-day Adventist faith and demonstrate the responsibilities of having such a faith in their professional and personal life. |
|---|---|
| Complementary Studies | Utilize ethical research methods and appropriate communication skills in presentations and publications |
| | Demonstrate a healthy lifestyle which contributes to personal and community health. |

**ENTRY REQUIREMENTS**
To enter the **Bachelor of Business**, the applicant should meet at least one of the following requirements, see the 'Admission Criteria' and 'Advance Standing Requirements' above.

**CO-CURRICULAR COMPETENCIES**
To progress through the **Bachelor of Business** the student must demonstrate competency according to the following standard:
- *Computer Skills***:** Students will demonstrate general knowledge from the computer systems, use software and hardware, file management, keyboarding and basic word processing skills. This is an elementary level for general computer applications, word processing, spreadsheets and power point presentations.
- *Literacy:* Student should pass Foundation or Form 7 English.
- *Numeracy*: Student should pass Foundation or Form 7 Maths

**GRADUATION REQUIREMENTS**
To graduate from the following awards, students will need to complete:
- *Bachelor of Business:* 360 credits of which 72 credits are Level 7 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*.
- *Diploma in Business:* 240 credits of which 72 are Level 6 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*.

# PROGRAM OUTLINE AND MODULE SYNOPSIS
**BACHELOR OF BUSINESS: ACCOUNTING & MANAGEMENT**
The program is primarily designed to equip graduates with the skills and expertise relevant to a chartered accountant. It provides a sequential series of studies in accounting practices and principles with a blend of management, including approaches aligned with national and international accounting standards such as IFRS and IAS. Graduates will have the ability to work in the accounting and auditing profession as well as have a foundation for postgraduate studies in accounting.

**PROGRAMME LISTING**
The following table outlines the normal sequence for the **3 years** (full-time) **Bachelor of Business in Accounting & Management.**

# BACHELOR OF BUSINESS

| Level | Credits | Sem | Accounting Studies | Business & Management Studies | Religious & Philosophical Studies | Complementary Studies |
|---|---|---|---|---|---|---|
| **7** | **360** | **6** | **195 credits (54%)** | **75 credits (21%)** | **45 credits (12½%)** | **45 credits (12½%)** |
| 5 | 60 | 1 | **BAAS 101** Business Statistics | **BAGS 101** Introduction to Management | | **BACS 101** Academic Research & Writing |
| | | | | | | **BACS 102** Computer Fundamentals |
| | 60 | 2 | **BAAS 102** Introduction to Accounting | **BAGS 102** Business Communication | **BARS 101** Essentials of Christian Faith | |
| | | | **BAAS 103** Economics | | | |
| 6 | 60 | 1 | **BAAS 201** Financial Accounting | **BAGS 201** Small Business & Entrepreneurship | | |
| | | | **BAAS 202** Applied Accounting Software | | | |
| | | | **BAAS 203** Accounting for Non–Profit Organisations | | | |
| | | | **BAPR 201** Financial Statements Practicum | | | |
| | 60 | 2 | **BAAS 204** Financial Accounting Theory & Application | **BAGS 202** Commercial Law | **BARS 201** Life and Teachings of Jesus | **BACS 201** Health & Lifestyle |
| 7 | 60 | 1 | **BAAS 301** Management Accounting | | | |
| | | | **BAAS 302** Auditing & Assurance | | | |
| | | | **BAAS 303** Taxation Law & Practice | | | |
| | | | **BAAS 304** Financial Management | | | |
| | | | **APR 301** Auditing Practicum | | | |
| | 60 | 2 | **BAAS 305** Corporate Accounting | **BAGS 301** Human Resource Knowledge & Management | **BARS 301** Applied Christian Ethics | |
| | | | **BAAS 306** Risk Management | | | |

**MODULE SYNOPSES**

| Module Code | Module | Level and Credit point |
|---|---|---|

| ACCOUNTING STUDIES | | |
|---|---|---|

| BAAS 101 | Business Statistics | 15 credits @ Level 5 |
|---|---|---|

This module is centred on providing students with foundational statistical skills needed for data analysis. An overview of how mathematical models can be used to analyse data to solve business problems is included. The module covers probability, normal distribution, sampling methods, correlations and regressions analysis.

| BAAS 102 | Introduction to Accounting | 15 credits @ Level 5 |
|---|---|---|

Financial statements are an important form of communication in the world of business. This module aims to provide students with an understanding of financial and non-financial transaction analysis through to the preparation of accurate financial statements. The module also includes the methods employed to analyse key components of the financial statements and to evaluate the entity's financial performance.

| BAAS 103 | Economics | 15 credits @ Level 5 |
|---|---|---|

This module introduces students to economics, which introduces students to the principles, concepts, data and analytical frameworks that economists use to understand the world around us. It analyses the behaviour of individuals, households and firms in an active market. The module also provides understanding on how we can determine the efficiency of a market, and how we can evaluate the costs and benefits of government intervention amongst market participants.

| BAAS 201 | Financial Accounting | 15 credits @ Level 6 |
|---|---|---|

This module provides an understanding of the regulatory framework that governs financial reporting practice, a *sine qua non* for any professional in the discipline of accounting. The module includes accounting for specific components of financial statements, and the disclosure of issues according to the financial framework. Students will also be introduced to the role of corporate social responsibility and its impact on the accounting profession.

| BAAS 202 | Applied Accounting Software | 15 credits @ Level 6 |
|---|---|---|

This module introduces MYOB business software to students. They will be engaged in the creation of accounts, general ledgers, cash and credit transactions, asset register and payroll through to the producing of financial statements. The software serves as a foundation that will assist students to discover the efficiency of accounting software and the general application of software in the business profession.

| BAAS 203 | Accounting for Non-Profit Organisations | 15 credits @ Level 6 |
|---|---|---|

This module provides description and evaluation of government accounting and financial management and control systems in the public sector. Students will examine the role of government in Fiji and its mechanisms for control over public expenditures and resources to ensure greater efficiency and effectiveness in government activities. It considers the public sector environment and how it differs from private markets, including the roles of externalities and accountability.

| BAAS 204 | Financial Accounting Theory & Application | 15 credits @ Level 5 |
|---|---|---|

This module provides an understanding of the building theories that explain the frameworks of accounting regulation and practice that predict developments in accounting practice consistent with the Pacific Islands need for financial reporting. The module focuses on challenges facing the

accounting profession. It includes a range of theories about accounting and contemporary accounting practices that will provide a deeper understanding of accounting beyond the technical procedures.

| | | |
|---|---|---|
| | | |

| **BAAS 301** | **Management Accounting** | **15 credits @ Level 7** |
|---|---|---|

This module is focused on four aspects of management accounting which are costing, budgeting, performance measurement, and cost management systems. It includes the analysis of information for managing and creating value in the organisation using various technical approaches. These approaches will assist students to critically address management accounting issues.

| **BAAS 302** | **Auditing & Assurance** | **15 credits @ Level 7** |
|---|---|---|

The need for assurance and integrity in the business environment has a great impact on the role auditors play in financial statement audits. This module is primarily focused on the external audit of corporate financial statements, the use of professional judgment, professional ethics and auditors' legal liability. The module also aims to develop the student's awareness of the statutory requirements and the current framework of regulations regarding auditing and assurance.

| **BAAS 303** | **Taxation Law & Practice** | **15 credits @ Level 5** |
|---|---|---|

This module exclusively covers income tax. It considers each of the major issues that must be dealt with by any system of income tax. The Fiji Income Tax Act is examined in detail as an example of a particular income tax in this area of study. There is also enough coverage on types of income that can be exempted in current income tax law. Students will compare different Income Tax laws implemented in different countries in the Pacific.

| **BAAS 304** | **Financial Management** | **15 credits @ Level 5** |
|---|---|---|

This module provides an introductory of financial management, with an emphasis on the major decisions made by the financial executive of an organization. The student studies topics in the financial management of profit-seeking organisations. This module introduces current financial concepts and tools that assist money management in organisations participating in the local and global economies.

| **BAAS 305** | **Corporate Accounting** | **15 credits @ Level 5** |
|---|---|---|

Corporate accounting is a special branch of accounting that deals with accounting for companies. This module will enable students to account for issues surrounding various types of internal and external company transactions through to the preparation of the financial statements. The module will also enable students to think analytically, develop skills to interpret financial statements and acquire the ability to make sound financial judgment.

| **BAAS 306** | **Risk Management** | **15 credits @ Level 5** |
|---|---|---|

This module helps students to develop a critical awareness of the types of risk and their potential impacts on the overall organisation, which may be as much about identifying opportunities as they are about avoiding losses. Students will learn to apply a systems approach to assessing and managing risk and the benefits that can be expected from good risk management.

| **BUSINESS & MANAGEMENT STUDIES** | | |
|---|---|---|
| **BAGS 101** | **Introduction to Management** | **15 credits @ Level 5** |

The module is an introduction to the role and challenges of the management world. It looks at the managerial activities of planning, organizing, leading, staffing and controlling organization resources from a traditional perspective to contemporary approaches and management.

| **BAGS 102** | **Business Communication** | **15 credits @ Level 5** |
|---|---|---|

The module aims to provide the students with the knowledge and skills of effective communication in the business environment. The core functions of management, which involve planning, organizing, staffing, leading and controlling, cannot be performed well without proper communication across different teams and cultures. Students will be introduced to the appropriate verbal and non-verbal communication strategies needed for organizations to perform efficiently and effectively.

| BAGS 201 | Small Business & Entrepreneurship | 15 credits @ Level 6 |
|---|---|---|

The module provides the practical business knowledge and skill development needed to start and manage a small business. It gives the students the ability to evaluate business opportunities and take advantage of them and initiate appropriate action to ensure success.

| BAGS 202 | Commercial Law | 15 credits @ Level 6 |
|---|---|---|

This module provides students with an overview of the major principles of commercial law such as contract law, consumer law, tort law, agency and partnerships. Students will develop an understanding and general legal knowledge of commercial law through the examination and analysis of relevant law cases and principles.

| BAAS 301 | Human Resource Management | 15 credits @ Level 7 |
|---|---|---|

Human capital is recognised as a key organisational asset. The creation and effective management of human resources is a source of competitive advantage to an organisation. Studies are based on the strategic application of human resource management and processes in all phases of the organisation including managing international HR. The module provides students with theoretical and practical skills in HR management.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| BARS 101 | Essentials of Christian Faith | 15 credits @ Level 5 |
|---|---|---|

This module will equip students with a comprehensive knowledge of the major Biblical teachings as understood by Seventh-day Adventists. The focus of this module is to understand the relevance of Biblical teachings from a Christ-centred perspective in the 21st century Pacific context.

| BARS 201 | Life and Teachings of Jesus | 15 credits @ Level 6 |
|---|---|---|

This module consists of a study of the life, teachings, and ministry of Jesus, as recorded by the four gospel writers, including a study of the first century background to the New Testament. Salvation by grace through faith will be highlighted as the foundation and purpose of Christ's ministry on earth and in heaven. The application of Christ's teachings will be crucial to the church in the 21st century church and to students' personal and professional lives.

| BARS 301 | Applied Christian Ethics | 15 credits @ Level 7 |
|---|---|---|

This module introduces students to Biblical ethics as a foundation to solving ethical issues. It examines important ethical businesses today, such as the businesses' internal and external responsibilities. The module includes the application of the business ethical framework and key concepts to assist in managing ethics in the organisation and as a professional in the workplace and society.

## COMPLEMENTARY STUDIES

| BACS 101 | Academic Research & Writing | 15 credits @ Level 5 |
|---|---|---|

This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments.

| BACS 102 | Computer Fundamentals | 15 credits @ Level 5 |
|---|---|---|

This module is designed to provide students with a solid foundation in using computer software applications for business. It will cover the use of Microsoft Office productivity tools, with a primary focus on integrating Word, PowerPoint, Excel and Access to explore, analyse and present real-world data. After completing the module, students will be competent users of the Microsoft Office Suite and will have data analysis skills for future studies and business careers. Knowledge of computer software security and risks to protect data are also included in this module.

| BACS 201 | Health & Lifestyle | 15 credits @ Level 5 |
|---|---|---|

This module is designed to provide an overview of Adventist health and lifestyle perspectives, rationale for these perspectives, and how these perspectives relate to the modern Pacific context. The perspectives will be applied to personal, workplace and community settings.

## BACHELOR OF BUSINESS: INFORMATION SYSTEMS

The program is designed to prepare graduates for a successful career in planning, designing, implementing and managing information systems. It provides a sequential series of studies in Information Systems, including hardware and software, networking, database management and administration of information systems, with some exposure to project management. Graduates will have the ability to work as information system analysts, developers and managers, as well as have a foundation for further studies.

## PROGRAMME LISTING

The following table outlines the normal sequence for the **3 years** (full-time) **Bachelor of Business in Information Systems.**

| BACHELOR OF BUSINESS: [INFORMATION SYSTEMS] | | | | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Sem | Information Systems Studies | Business & Management Studies | Religious & Philosophical Studies | Complementary Studies |
| 7 | 360 | 6 | 240 credits (67%) | 45 credits (12½%) | 45 credits (12½%) | 30 credits (8%) |
| 5 | 60 | 1 | **BIIS 101** Computer Fundamentals | | | **BICS 101** Academic Research & Writing |
| | | | **BIIS 102** Information Technology | **BIBS 101** Business Mathematics & Statistics | | |
| | 60 | 2 | **BIIS 103** Introduction to Programming | **BIBS 102** Business Communication | **BIRS 101** Essential of Christian Faith | |
| | | | **BIIS 104** Information Systems in Organisations | | | |
| 6 | 60 | 1 | **BIIS 201** Website Application Development | | | |
| | | | **BIIS 202** Objected Oriented Programming | **BIBS 201** Small Business & Entrepreneurship | | |
| | | | **BIIS 203** Fundamentals of Networking | | | |
| | 60 | 2 | **BIIS 204** Mobile Application Development | | **BIRS 201** Life & Teaching of Jesus | **BICS 201** Health & Lifestyle |
| | | | **BIIS 205** Management Information Systems | | | |
| | | | **BIPR 201** Network and Website Practicum | | | |
| 7 | 60 | 1 | **BIIS 301** Database Management | | | |
| | | | **BIIS 302** Network Administration | | | |
| | | | **BIIS 303** Systems Analysis & Design | | | |
| | | | **BIIS 304** IT Project Management | | | |
| | | | **BIPR 301** Network Administration & Database Management Practicum | | | |
| | 60 | 2 | **BIIS 305** Data Warehouse & Analytics | | **BIRS 301** Applied Christian Ethics | |
| | | | **BIIS 306** Information Systems Security | | | |
| | | | **BIIS 307** IS Project | | | |

**MODULE SYNOPSES**

| Module Code | Module | Level & Credit point |
|---|---|---|
| **INFORMATION SYSTEM STUDIES** | | |
| **BIIS 101** | **Computer Fundamentals** | **15 credits @ Level 5** |
| This module is designed to provide students with a solid foundation in using computer software applications for business. It will cover the use of Microsoft Office productivity tools, with a primary focus on integrating Word, PowerPoint, Excel and Access to explore, analyse and present real-world data. After completing the module, students will be competent users of the Microsoft Office Suite and will have data analysis skills for future studies and business careers. Knowledge of computer software security and risks to protect data are also included in this module. | | |
| **BIIS 102** | **Information Technology** | **15 credits @ Level 5** |
| This module is designed to introduce students to the fundamental concepts and skills in information technology. The emphasis is on computer hardware and software, data communication and networks, the Internet and the Web, software development, databases and multimedia. Also included in this module are information technology ethical issues, cyber and data security | | |
| **BIIS 103** | **Introduction to Programming** | **15 credits @ Level 5** |
| This module is designed to introduce students to the fundamentals of computer programming. Students will learn programming concepts, program logic formulation and writing algorithms to solve business problems. They will also design, write and debug computer programs in a modern Integrated Development Environments (IDE) and if possible, on different operating systems (Windows & Linux platforms) using C++ programming language. | | |
| **BIIS 104** | **Information Systems in Organisations** | **15 credits @ Level 5** |
| This module deals with the study of information systems in organisations. It presents information systems in perspective, software technology, database systems and applications, telecommunications and networks, systems development and the impact of information systems in business and society. The students will learn how information systems are used in decision making, creating solutions to business problems and achieving organizational goals. | | |
| **BIIS 201** | **Website Application Development** | **15 credits @ Level 6** |
| This module offers students an opportunity to develop their analytical, logical, and reasoning capacity while increasing their technical knowledge of web applications, information technology and programming. This module also provides the student with a practical foundation in using high level languages that are common in developing, integrating, and interfacing to business and the other organisational information systems. ASP.NET, PHP, or JSP scripting language will be used for dynamic web applications. | | |
| **BIIS 202** | **Objected Oriented Programming** | **15 credits @ Level 6** |
| This module teaches students an understanding of the design principles of object-orientation, advanced topics in system design, programming languages and development processes. This is a programming paradigm that views concepts as objects with data fields and related procedures called functions (or methods). This module will use Java, C# or C++ programming language to develop programs in different environments. | | |
| **BIIS 203** | **Fundamentals of Networking** | **15 credits @ Level 6** |

This module is designed to introduce students to the underlying technologies associated with modern computer networks, based mainly around the transmission control protocol and Internet protocol (TCP/IP) addressing and routing. The emphasis is on a real-world practical application of networks, while providing opportunities to gain skills and hands-on experience needed for installing, designing, operating, and maintaining networks in small to medium-sized businesses.

| BIIS 204 | Mobile Application Development | 15 credits @ Level 6 |
|---|---|---|

This module teaches students the concepts to Android programming and learn to develop Android applications. Students will be able to design and create Android apps and will do so by leveraging the Java programming language, the Android SDK, and Android Studio developer tools. Students will gain fundamental knowledge essential to not only Android development, but mobile development in general.

| BIIS 205 | Management Information Systems | 15 credits @ Level 6 |
|---|---|---|

The module introduces students to the use of information technologies and systems by organisations to achieve corporate goals. Issues associated with the development of information systems and their applications in organisations will be discussed. The module includes the structure of information technology and the key system applications for the digital age. Students will learn to manage information and evaluate information systems to support the organisations strategy and business processes.

| BIIS 301 | Database Management | 15 credits @ Level 7 |
|---|---|---|

This module focuses on the design, creation and management of a Relational Database Management System (RDBMS) using PHPMYAdmin and MySQL. Students will learn the fundamental concepts of database designing as well as technical skills in creating, running and maintaining effective database systems.

| BIIS 302 | Network Administration | 15 credits @ Level 7 |
|---|---|---|

The module is designed to provide a solid foundation for students in the fundamentals of designing, managing and upgrading a computer network. Further, the students will be guided through the actual process of installing, configuring and managing Windows Servers that function as a domain controller in an Active Directory domain.

| BIIS303 | Systems Analysis & Design | 15 credits @ Level 7 |
|---|---|---|

This module deals with planning and the development of information systems to solve business problems. The module includes the application of analysis and design techniques to analysing the requirements of information systems and designing such systems.

| BIIS 304 | IT Project Management | 15 credits @ Level 7 |
|---|---|---|

Qualified project managers are in high demand in software and IT industry. This module provides students with the concepts, techniques and skills required to manage today's complex IT projects. The module will cover software project management, project and process planning, resource allocation, effort estimation and scheduling, quality planning and control, risk management, project execution and control, budget forecasting and control, and project closure. Students will be exposed to various software tools for effective project management.

| BIIS 305 | Data Warehouse and Analytics | 15 credits @ Level 7 |
|---|---|---|

This module examines techniques for pre-processing data before mining and presents the concepts related to data warehousing, online analytical processing (OLAP), and data generalization. It presents methods for mining frequent patterns, associations, and correlations. It also presents methods for data classification and prediction, data-clustering approaches, and outlier analysis.

| BIIS 306 | Information Systems Security | 15 credits @ Level 7 |
| --- | --- | --- |

This module is designed to introduce students to the fundamental concepts of information systems security. Students will learn the real-world information systems security risks and vulnerabilities associated with business transformation to a digital world, as well as common attacks on systems, networks, infrastructures and web applications. Basic defense strategies, preventative security solutions and development of policies and procedures to manage information security challenges are also taught.

| BIIS 307 | Information Systems Project | 15 credits @ Level 7 |
| --- | --- | --- |

This module aims to provide students with an advanced knowledge of fundamental aspects of information systems and related project development. They will build on content knowledge and skills developed in their previous studies to examine and develop project outcomes that have potential real-world impact in varied global and local contexts. Emphasis will be on project-based total solutions from business cases including effective project reporting and evaluation. Students will be guided and assessed by means of presentations, a project plan and a final project report.

## BUSINESS & MANAGEMENT STUDIES

| BIBS 101 | Business Statistics | 15 credits @ Level 5 |
| --- | --- | --- |

This module is centred on providing students with foundational statistical skills needed for data analysis. An overview of how mathematical models can be used to analyse data to solve business problems is included. The module covers probability, normal distribution, sampling methods, correlations and regressions analysis.

| BIBS 102 | Business Communication | 15 credits @ Level 5 |
| --- | --- | --- |

The module aims to provide students with the knowledge and skills of effective communication in the business environment. The core functions of management, which involve planning, organizing, staffing, leading and controlling, cannot be performed well without proper communication across different teams and cultures. Students will be introduced to the appropriate verbal and non-verbal communication strategies needed for organizations to perform efficiently and effectively.

| BIBS 201 | Small Business & Entrepreneurship | 15 credits @ Level 6 |
| --- | --- | --- |

The module provides practical business knowledge and skill development needed to start and manage a small business. It gives the students the ability to evaluate business opportunities and take advantage of them and initiate appropriate action to ensure success.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| BIRS 201 | Essentials of Christian Faith | 15 credits @ Level 6 |
| --- | --- | --- |

This module will equip students with a comprehensive knowledge of the major Biblical teachings as understood by Seventh-day Adventists. The focus of this module is to understand the relevance of Biblical teachings from a Christ-centred perspective in the 21st century Pacific context

| BIRS 301 | Life and Teaching of Jesus | 15 credits @ Level 7 |
| --- | --- | --- |

This module consists of a study of the life, teachings, and ministry of Jesus, as recorded by the four gospel writers, including a study of the first century background to the New Testament. Salvation by grace through faith will be highlighted as the foundation and purpose of Christ's ministry on earth and

in heaven. The application of Christ's teachings will be crucial to the church in the 21st century church and to students' personal and professional lives.

| BIRS 302 | Applied Christian Ethics | 15 credits @ Level 7 |
|---|---|---|

This module introduces students to Biblical ethics as a foundation to solving ethical issues. It examines important ethical businesses today, such as the businesses' internal and external responsibilities. The module includes the application of the business ethical framework and key concepts to assist in managing ethics in the organisation and as a professional in the workplace and society.

| COMPLEMENTARY STUDIES | | |
|---|---|---|
| BICS 101 | Academic Research & Writing | 15 credits @ Level 5 |

This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments.

| BICS 201 | Health & Lifestyle | 15 credits @ Level 6 |
|---|---|---|

This module is designed to provide an overview of Adventist health and lifestyle perspectives, rationale for these perspectives, and how these perspectives relate to the modern Pacific context. The perspectives will be applied to personal, workplace and community settings.

## BACHELOR OF BUSINESS: MARKETING
The program is designed to prepare graduates for a successful career in marketing and management. It provides a sequential series of studies in approaches to national and international marketing, how the general market operates; understanding consumer needs wants and behaviour; maintaining a competitive advantage; managing human capital, resources and an awareness of marketing environment issues that impacts the business operation. Graduates will have the ability to work as marketers, operate and market their own business; and manage the marketing mix successfully in a private, national or international context, as well as have a foundation for future studies.

## PROGRAMME LISTING
The following table outlines the normal sequence for the **3 years** (full-time) **Bachelor of Business in Marketing.**

| | | | BACHELOR OF BUSINESS: [MARKETING] | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Sem | Marketing Studies | Business & Management Studies | Religious & Philosophical Studies | Complementary Studies |
| **7** | **360** | **6** | **150 credits (42%)** | **120 credits (33%)** | **45 credits (13%)** | **45 credits (13%)** |
| 5 | 60 | 1 | | **BMBS 101** Business Statistics | | **BMCS 101** Academic Research & Writing |
| | | | | **BMBS 102** Introduction to Management | | **BMCS 102** Computer Fundamentals |
| | 60 | 2 | **BMMS 101** Introduction to Marketing | **BMBS 103** Business Communication | **BMRS 101** Essentials of Christian Faith | |
| | | | | **BMBS 104** Economics | | |
| 6 | 60 | 1 | **BMMS 201** Buyer Behaviour | **BMBS 201** Small Business & Entrepreneurship | | |
| | | | **BMMS 202** Strategic Marketing | | | |
| | | | **BMMS 203** Marketing Research | | | |
| | | | BMPR 201 International Marketing Practicum | | | |
| | 60 | 2 | **BMMS 204** Service Marketing | **BMBS 203** Commercial Law | **BMRS 201** Life and Teaching of Jesus | BMCS201 Health & Lifestyle |
| 7 | 60 | 1 | **BMMS 301** Brand Communication and marketing | | | |
| | | | **BMMS 302** Digital Marketing & Management | | | |
| | | | **BMMS 303** International Marketing & Management | | | |
| | | | **BMMS 304** Tourism Marketing & Management | | | |
| | 60 | 2 | **BMMS 305** Event Marketing & Management | **BMBS 301** HR & Management | **BMRS 301** Applied Christian Ethics | |
| | | | **BMMS 306** Agri-Aqua Marketing | | | |

**MODULE SYNOPSES**

| Module Code | Module | Level & Credit point |
|---|---|---|

<table>
<tr><td colspan="3" align="center"><strong>MARKETING STUDIES</strong></td></tr>
<tr><td><strong>BMMS 101</strong></td><td><strong>Introduction to Marketing</strong></td><td><strong>15 credits @ Level 5</strong></td></tr>
<tr><td colspan="3">Marketing is the process that facilitates an exchange of product or service for the benefit of meeting the needs and wants of consumers and the market. This module provides students with the basic principles of marketing, consumer perspective and behaviour, creating and maintaining good customer relationships and satisfying consumer needs, sustainability, corporate social responsibility and having a competitive advantage.</td></tr>
<tr><td><strong>BMMS 201</strong></td><td><strong>Buyer Behaviour</strong></td><td><strong>15 credits @ Level 6</strong></td></tr>
<tr><td colspan="3">The module explores consumer behaviour and the factors that influence it. It includes consumer perceptions that impact the decision-making process and buying behaviour including other variables that influences consumer behaviour.</td></tr>
<tr><td><strong>BMMS 202</strong></td><td><strong>Strategic Marketing</strong></td><td><strong>15 credits @ Level 6</strong></td></tr>
<tr><td colspan="3">The module l**ooks** at creating successful marketing strategies that can differentiate its values, position and offers by using its unique strengths to capitalize on market opportunities with a competitive advantage. The creative strategic approaches will be from inception to output with a target of meeting consumer needs and wants with exceeding satisfaction.</td></tr>
<tr><td><strong>BMMS 203</strong></td><td><strong>Marketing Research</strong></td><td><strong>15 credits @ Level 6</strong></td></tr>
<tr><td colspan="3">The module provides students practical skills to do primary research from writing a research proposal to conducting the field work on the market research topic. The process includes identifying a market research topic, defining its significance, reviewing the literature, developing the research approaches and design, conducting the field work, collecting and analysing the data to reporting.</td></tr>
<tr><td><strong>BMMS 204</strong></td><td><strong>Service Marketing & Management</strong></td><td><strong>15 credits @ Level 6</strong></td></tr>
<tr><td colspan="3">The module aims to help students to understand the practical implications, fundamental concepts and strategies of service marketing. This includes the unique characteristics of service, service provision and how to handle the challenges of marketing and managing service. The module will integrate marketing principles and management concepts and model application to the service sector.</td></tr>
<tr><td><strong>BMMS 301</strong></td><td><strong>Brand Communication and Marketing</strong></td><td><strong>15 credits @ Level 7</strong></td></tr>
</table>

This module focuses on the important role brands play in the marketing process. Communicating the brand involves the brand name, brand identity, image, equity, reputation, and strategy applications and positioning the brand in the market. Topics include branding and brand management, trademarks, brand positioning, building brand equity, designing brand strategies, naming new products and brand extensions for national and international marketing.

| BMMS 302 | Digital Marketing & Management | 15 credits @ Level 7 |
|---|---|---|

This module aims to provide students with the knowledge of digital marketing and the business advantages. They will be introduced to the various digital channels and platforms, integration of digital media, and the creation of marketing content to remain relevant to the online customer. It concentrates on the operational and functional aspect of digital marketing, including the study of digital buyer behaviour and how to measure digital marketing efforts.

| BMMS 303 | International Marketing and Management | 15 credits @ Level 7 |
|---|---|---|

This module provides students with the business skills needed in marketing and managing as well as a global strategy approach to marketing and management of products and services. The module looks at the logistics and strategic importance of international marketing and management, and the various support programs that will enhance the success of organizations doing business internationally.

| BMMS 304 | Tourism Marketing and Management | 15 credits @ Level 7 |
|---|---|---|

With tourism becoming a top economic driver, an understanding of the development of the core business concepts in the area of marketing and management is vital. The module explores marketing and management principles and applications that would successfully sell the tourist product to national and international audiences and the rebranding of the tourist product when facing challenges in order to maintain its viability, attractiveness and achieving a competitive edge.

| BMMS 305 | Events Marketing and Management | 15 credits @ Level 7 |
|---|---|---|

This module provides students with an understanding of theories, concepts and skills required to promote an event successfully. Students will learn about the strategic development of events and the successful application of the marketing mix and the management functions from planning to execution.

| BMMS306 | Agri-Aqua Marketing | 15 credits @ Level 7 |
|---|---|---|

This module covers the principles of marketing and the contextual approaches of market economies of supply and demand. It enables students to understand the marketing challenges faced by producers of agri-aqua products in developing economies specifically Pacific Island nations, the characteristics of the commodities, the strategic marketing and management approaches, market competitiveness and sustainability of the industry.

## BUSINESS & MANAGEMENT STUDIES

| BMBS 101 | Business Mathematics & Statistics | 15 credits @ Level 5 |
|---|---|---|

This module is centred on providing students with foundational statistical skills needed for data analysis. An overview of how mathematical models can be used to analyse data to solve business

problems is included. The module covers probability, normal distribution, sampling methods, correlations and regressions analysis.

| BMBS 102 | Introduction to Management | 15 credits @ Level 5 |
|---|---|---|

The module is an introduction to the role and challenges of the management world. It looks at the managerial activities of planning, organizing, leading, staffing and controlling organization resources from a traditional perspective to contemporary approaches and management.

| BMBS 103 | Business Communication | 15 credits @ Level 5 |
|---|---|---|

The module aims to provide students with the knowledge and skills of effective communication in the business environment. The core functions of management, which involve planning, organizing, staffing, leading and controlling, cannot be performed well without proper communication across different teams and cultures. Students will be introduced to the appropriate verbal and non-verbal communication strategies needed for organizations to perform efficiently and effectively.

| BMBS 104 | Economics | 15 credits @ Level 5 |
|---|---|---|

This module introduces students to economics, which introduces students to the principles, concepts, data and analytical frameworks that economists use to understand the world around us. It analyses the behaviour of individuals, households and firms in an active market. The module also provides understanding on how we can determine the efficiency of a market, and how we can evaluate the costs and benefits of government intervention amongst market participants.

| BMGS 201 | Small Business & Entrepreneurship | 15 credits @ Level 6 |
|---|---|---|

The module provides practical business knowledge and skill development needed to start and manage a small business. It gives the students the ability to evaluate business opportunities and take advantage of them and initiate appropriate action to ensure success.

| BMMS 202 | Commercial Law | 15 credits @ Level 6 |
|---|---|---|

This module provides students with an overview of the major principles of commercial law such as contract law, consumer law, tort law, agency and partnerships. Students will develop an understanding and general legal knowledge of commercial law through the examination and analysis of relevant law cases and principles.

| BMBS 301 | Human Resource Management | 15 credits @ Level 7 |
|---|---|---|

Human capital is recognised as a key organisational asset. The creation and effective management of human resource is a source of competitive advantage to an organisation. Studies are based on the strategic application of human resource management and processes in all phases of the organisation including managing international HR. The module provides students theoretical and practical skills in HR management.

**RELIGIOUS & PHILOSOPHICAL STUDIES**

| BMRS 101 | Essentials of Christian Faith | 15 credits @ Level 5 |
|---|---|---|

This module will equip students with a comprehensive knowledge of the major Biblical teachings as understood by Seventh-day Adventists. The focus of this module is to understand the relevance of Biblical teachings from a Christ-centred perspective in the 21$^{st}$ century Pacific context

| BMRS 201 | Life and Teaching of Jesus | 15 credits @ Level 7 |
|---|---|---|

This module consists of a study of the life, teachings, and ministry of Jesus, as recorded by the four gospel writers, including a study of the first century background to the New Testament. Salvation by grace through faith will be highlighted as the foundation and purpose of Christ's ministry on earth and in heaven. The application of Christ's teachings will be crucial to the church in the 21$^{st}$ century church and to students' personal and professional lives.

| BMRS 301 | Applied Christian Ethics | 15 credits @ Level 7 |
|---|---|---|

This module introduces students to Biblical ethics as a foundation to solving ethical issues. It examines important ethical businesses today, such as the businesses' internal and external responsibilities. The module includes the application of the business ethical framework and key concepts to assist in managing ethics in the organisation and as a professional in the workplace and society.

| COMPLEMENTARY STUDIES | | |
|---|---|---|
| BMCS 101 | Academic Research & Writing | 15 credits @ Level 5 |

This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments.

| BMCS 102 | Computer Fundamentals | 15 credits @ Level 5 |
|---|---|---|

This module is designed to provide students with a solid foundation in using computer software applications for business. It will cover the use of Microsoft Office productivity tools, with a primary focus on integrating Word, PowerPoint, Excel and Access to explore, analyse and present real-world data. After completing the module, students will be competent users of the Microsoft Office Suite and will have data analysis skills for future studies and business careers. Knowledge of computer software security and risks to protect data are also included in this module.

| BMCS 201 | `Health & Lifestyle | 15 credits @ Level 6 |
|---|---|---|

This module is designed to provide an overview of Adventist health and lifestyle perspectives, rationale for these perspectives, and how these perspectives relate to the modern Pacific context. The perspectives will be applied to personal, workplace and community settings.

## BACHELOR OF EDUCATION: PRIMARY

The program is primarily designed to equip graduates to teach competently in primary schools throughout the region and contribute to the holistic development of children. It provides a sequential series of studies in educational, curricular and religious / philosophical disciplines. Graduates will have the ability to teach in the classroom, lead in schools and resource other professionals as well as have the foundation for further postgraduate study.

**GRADUATE PROFILE**

In essence, the profile of an effective graduate stems from the four components of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **Bachelor of Education (Primary**), the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| Education Studies | Effectively apply a variety of educational concepts & theories in the diverse and dynamic environment of the school & classroom. |
| | Creatively apply psychology, counselling & leadership concepts to support student learning & behaviour management and the administration of the school. |
| | Critically reflect on the learning, teaching & assessment in their school as a means of achieving effective learning. |
| Curriculum Studies | Demonstrate competency in creatively using a variety of appropriate pedagogies across the primary school curriculum. |
| Religious & Philosophical Studies | Sympathetically appraise the Seventh day Adventist faith & demonstrate the responsibilities of having such a faith in their professional & personal life. |
| | Integrate the philosophy of holistic education throughout the primary school curriculum, including values education. |
| Complementary Studies | Utilize ethical research methods and appropriate communication skills in presentations and publications. |
| | Demonstrate a healthy lifestyle which contributes to personal and community health. |

**ENTRY REQUIREMENTS**

To enter the **Bachelor of Education (Primary)**, the applicant should meet at least one of the following requirements, see the 'Admission Criteria' and 'Advance Standing Requirements' above.

**CO-CURRICULAR COMPETENCIES**

To progress through the **Bachelor of Education: (Primary)** the student must demonstrate competency according to the following standard:

- *Computer Skills***:** Students will demonstrate an appropriate level of computer competency through submitting assignments assessments that conform to the specified expectations.
- *Literacy:* Student should pass Foundation or Form 7 English.
- *Numeracy*: Student should pass Foundation or Form 7 Maths
- *Conversational Vernacular*: Fijian students will demonstrate competency in the conversational use of Fijian and Hindi and regional students in the use of an appropriate language

**GRADUATION REQUIREMENTS**
To graduate from the following awards, students will need to complete:

- *Bachelor of Education (Primary):* 360 credits of which 72 credits are Level 7 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*.
- *Diploma in Education (Primary):* 240 credits of which 72 are Level 6 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*.

**PROGRAMME LISTING**
The following table outlines the normal sequence for the **3 years** (full-time) **Bachelor of Education Primary.**

| BACHELOR OF EDUCATION: [PRIMARY] | | | | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Sem. | Education Studies | Curriculum Studies | Religious & Philosophical Studies | Complementary Studies |
| 8 | 360 | | 25% | 50% | 17% | 8% |
| 5 | 60 | 1 | BPES 101 Learning & Teaching | BPUS 101 Curriculum Health & PE | | BPCS 101 Academic Research & Writing |
| | | | BPES 102 Human Development & Ed Psychology | | | |
| | 60 | 2 | | BPUS 102 Creative Arts/Music & Movement | BPRS 101 Essentials of the Christian Faith | |
| | | | | BPUS 103/104/105 Curriculum Fijian/Hindi & Others | | |
| | | | | BPUS 106 Curriculum Social Studies Lower | | |
| 6 | 60 | 1 | BPES 201 Classroom Management | BPUS 201 Curriculum Language & Literacy 1 | | |
| | | | | BPUS 202 Curriculum Mathematics for Lower Primary | | |
| | | | | BPUS 203 Curriculum Science Lower | | |
| | | | BPPR 200 Lower Primary Practicum | | | |
| | 60 | 2 | BPES 202 Inclusive Education | BPUS 204 Curriculum Bible | BPRS 201 Life & Teachings of Jesus | |
| | | | | | BPRS 202 Ethics, Christian Morals & Values | |
| 7 | | 1 | BPES 301 Assessment in Education | BPUS 301 Curriculum Social Science Upper | | |
| | | | | BPUS 302 Curriculum Mathematics for Upper Primary | | |
| | | | | BPUS 303 Curriculum Science Upper | | |
| | | | BPPR 300 Upper Primary Practicum | | | |
| | 60 | 2 | BPES 302 Educational Leadership & Counselling | BPUS 304 Curriculum Language & Literacy 2 | BPRS 301 Philosophy of Adventist Education | BPCS 301 Action Research |

**MODULE SYNOPSES**

| Module Code | Module | Level & Credit point |
|---|---|---|
| **EDUCATION STUDIES** | | |
| **BPES 101** | **Learning & Teaching** | **15 credits @ Level 5** |
| This module introduces students to a variety of theories of learning and teaching. It will also introduce students to effective teaching practices from both secular and Christian perspectives. In addition, it exposes students to a variety of teaching and basic classroom management skills | | |
| **BPES 102** | **Human Development & Educational Psychology** | **15 credits @ Level 5** |
| This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development.  Educational psychology studies the basic principles of psychology. It provides a framework that helps students understand the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview. | | |
| **BPES 201** | **Classroom Management** | **15 credits @ Level 6** |
| This module engages students in understanding the factors that contribute to disruptive behaviour in the classroom, and in evaluating a range of possible responses.  Students will discover the usefulness of various rules and routines for establishing a positive learning environment, and for promoting effective classroom management. Students will also explore the usefulness of differentiated instruction, various models of teaching and theories of classroom management for managing student behaviour as well as the importance of student-teacher relationships and teacher effectiveness. Biblical strategies of behaviour management will also be explored and applied to classroom situations. | | |
| **BPES 202** | **Inclusive Education** | **15 credits @ Level 6** |
| This module will examine inclusive pedagogy relevant to catering for special needs children. It will provide students with the necessary knowledge and skills to cope in an inclusive classroom situation. Students will gain an awareness and understanding of people with learning, behavioural, physical and or multiple health impairments who still have the capacity to learn effectively. Strategies and interventions related to integrating inclusive education into Pacific educational curricula will be explored and evaluated. | | |
| **BPES  301** | **Assessment in Education** | **15 credits @ Level 7** |

This module focuses on the evaluation and measurement of the students' learning and performance in primary schools. It explores selected assessment techniques to evaluate teaching and learning. The notions of complex and problematic assessment within the Pacific context will be examined. A particular emphasis is placed on preparing students to critically analyse testing measures in order to meet the learning needs of children in a variety of subjects. Effective integration of technology tools in Pacific classrooms is explored.

| BPES  302 | Educational Leadership & Counselling | 15 credits @ Level 7 |
|---|---|---|

This module considers leadership skills and the basic principles of counselling to be essential for Christian educational administrators in the Pacific. It examines ways of managing staff, school finance, relationships with key stakeholders and the understanding of the counselling process, particularly from a Christian perspective. It explores how different types of leadership impact the interface between the administrator and staff, support staff, parents, community groups, the media, the Church and how ethical counselling strategies will be helpful in a variety of contexts. It examines models of professional development, teacher appraisal, school accreditation and evaluation, and the supervision of instruction. Educational planning, management skills, professional ethics in counselling that include critical thinking, decision-making and problem-solving skills are also evaluated.

## CURRICULUM STUDIES

| BPUS 101 | Curriculum Health & PE | 15 credits @ Level 5 |
|---|---|---|

This module examines the importance of healthy physical development and education of children. Students will explore principles that should govern our physical wellbeing, nutrition, hygiene, and community health. Healthy lifestyle practices which are critical to the development of young children today will be explored. Students will demonstrate a variety of skills and strategies needed for teaching cultural and professional games. They will use the curriculum to help them plan a Health and PE program that effectively meets the need of Pacific children. They will also use curriculum themes to demonstrate effective health practices. A Biblical perspective on healthy living and its link to holistic education is explored.

| BPUS 102 | Creative Arts / Music / & Movement | 15 credits @ Level 5 |
|---|---|---|

This module offers an introduction to the creative arts, performing arts and music for both the early childhood education and primary schools. It explores how to be creative with art, craft, drama and music. Students will be given opportunities to develop various skills in planning how to effectively integrate art, craft and music into various curriculum subjects. Students will acquire skills in using readily available materials to develop Pacific artifacts, art, craft and music.

| BPUS 103/104/105 | Curriculum Fijian / Hindi / & Others | 15 credits @ Level 5 |
|---|---|---|

This module is designed to prepare students to teach Fijian / Hindi / a Pacific language / in Fijian primary schools and to understand why the vernacular is so important. It will ensure that students understand the origin, development and correct usage of Fijian / Hindi / a Pacific language and its various communication styles in the context of Fijian culture. The module particularly focuses on the content of the Fijian curriculum and how it may be effectively taught to Fijian / Indo-Fijian primary school pupils.

| BPUS 106 | Curriculum Social Studies Lower | 15 credits @ Level 5 |
|---|---|---|

| | | |
|---|---|---|

This module will explore themes in the lower primary Social Studies curriculums of Pacific Island schools. The themes include time, continuity and change regarding relationships between people, places and the environment. The module provides practical opportunities for students to observe and reflect on change. It also encourages students to explore a variety of teaching strategies regarding how they may enhance students' learning of Social Studies, how Social Studies content may be integrated into other primary school subjects, and how faith may be effectively embedded into Social Studies learning.

| BPUS 201 | Curriculum Language & Literacy 1 | 15 credits @ Level 6 |
|---|---|---|

This module examines the importance of literacy to modern life and provides opportunities for students to learn, practice and evaluate a variety of strategies to teach reading, writing and oral communication effectively in Pacific primary schools. It also provides practical opportunities for students to create English activities and resources to enhance literacy learning in the lower Pacific primary curriculum. The methods of diagnosing and addressing reading literacy problems and how literacy development may be integrated into a Shared Reading approach to learning is explored. The module also explores how faith may be integrated in literacy and how literacy may be integrated into other curriculum subjects.

| BPUS 202 | Curriculum Mathematics for Lower Primary | 15 credits @ Level 6 |
|---|---|---|

This module is intended to provide students with a broad understanding of the mathematical concepts taught in the lower Primary School Curriculum. It is also designed to engage students in exploring, creating and applying appropriate theories and strategies for delivering the mathematics curriculum in a meaningful, challenging and interesting manner. Theories that may be applied to teaching mathematics will be examined. Students will also explore how mathematics may be taught through a thematic approach and how faith may be incorporated into mathematics learning.

| BPUS 203 | Curriculum Science Lower | 15 credits @ Level 6 |
|---|---|---|

This module focuses on science concepts specific to the lower primary science curriculum. It will examine the use of inquiry learning and the constructivist approach for understanding lower science concepts. It will also consider how faith may be integrated into the teaching of subject content.

| BPUS 204 | Curriculum Bible | 15 credits @ Level 6 |
|---|---|---|

This module examines the philosophy and principles of teaching Bible in the Primary school. It also focuses on planning Bible units and on using effective teaching and learning approaches for enriching Bible lessons in schools. Students are encouraged to become learners of the Word with an emphasis on helping others to be like Jesus.

| BPUS 301 | Curriculum Social Science Upper | 15 credits @ Level 7 |
|---|---|---|

This module will enable students to gain a broader knowledge and understanding of overarching social science themes and concepts relevant to the region's modern day and age. It will not only be informative but more so on the practicalities of how to accept global changes in their societies. The module will provide necessary experience, activities and teaching methodologies to aid students to become effective teachers. The module is founded on a Christian worldview. It also introduces students to the various approaches of teaching social sciences.

| BPUS 302 | Curriculum Mathematics for Upper Primary | 15 credits @ Level 7 |
|---|---|---|

This module is intended to provide students with a broad understanding of the mathematical content of the upper primary school curriculum. It is also designed to engage students in exploring and applying appropriate strategies for delivering the mathematics curriculum content in meaningful, effective and challenging ways. Integration of faith will also be considered in the teaching of the subject content**.**

| BPUS 303 | Curriculum Science Upper | 15 credits @ Level 7 |
|---|---|---|

This module will enable students to gain a broader knowledge and understanding of overarching science themes and concepts relevant to the upper primary science curriculum in the region. The module will provide learning experiences, activities and teaching methodologies to aid students to become effective primary science teachers. It will also explore various ways of integrating technology, engineering and mathematics into the upper primary science curriculum. The module is grounded in a Christian worldview.

| BPUS 304 | Curriculum Language & Literacy 2 | 15 credits @ Level 7 |
|---|---|---|

This module focuses on acquiring knowledge and skills essential for effectively teaching English as an additional language to Pacific primary school children. It will explore language acquisition theories and how they shed light on teaching English as an additional language. It will also explore a variety of other factors affecting children's acquisition of English, and the variety of strategies that may be used to enhance learning the different aspects of the English language in the upper primary classroom.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| BMRS 101 | Essentials of Christian Faith | 15 credits @ Level 5 |
|---|---|---|

This module will equip students with a comprehensive knowledge of the major Biblical teachings as understood by Seventh-day Adventists. The focus of this module is to understand the relevance of Biblical teachings from a Christ-centred perspective in the 21$^{st}$ century Pacific context

| BPRS 201 | Life and Teaching of Jesus | 15 credits @ Level 6 |
|---|---|---|

This module consists of a study of the life, teachings, and ministry of Jesus, as recorded by the four gospel writers, including a study of the first century background to the New Testament. Salvation by grace through faith will be highlighted as the foundation and purpose of Christ's ministry on earth and in heaven. The application of Christ's teachings will be crucial to the church in the 21$^{st}$ century church and to students' personal and professional lives.

| BPRS 202 | Ethics, Christian Morals & Values | 15 credits @ Level 6 |
|---|---|---|
| This module examines what ethics, morals and values are, particularly in the context of Christianity and how they relate to education, healthy relationships and solving modern moral dilemmas. It establishes the importance of professional ethics for teachers. This module also explores how values are developed and how they may be taught and modelled in the Pacific primary context. | | |
| BPRS 301 | Philosophy of Adventist Education | 15 credits @ Level 7 |
| This module examines worldviews and the philosophy of Adventist education relevant to the teaching ministry with an emphasis on the practical implications of adopting and implementing an Adventist Educational philosophy. Students will explore the value of Adventist Education from childhood to the adolescent years with an emphasis on building a strong foundation not only for life on this earth but also for eternity. Students will appreciate God's plan for holistic education which involves the home, school and the church. | | |
| **COMPLEMENTARY STUDIES** | | |
| BPCS 101 | Academic Research & Writing | 15 credits @ Level 5 |
| This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments. | | |
| BPCS 302 | Action Research | 15 credits @ Level 7 |
| This module introduces students to the usefulness of primary research. It provides students with a brief introduction to the basics of quantitative and qualitative research and their respective data-gathering methods. Under the guidance of the lecturer, students will utilize the action research paradigm to evaluate for the Pacific context an educational concept or theory that relates to a practical classroom situation. The research and its documentation will conform to research report and research ethics protocols. | | |

## BACHELOR OF EDUCATION: PRIMARY SUMMER IN-SERVICE (DIPLOMA-DEGREE UPGRADE)

**UPGRADE PROFILE**
In essence, the profile of an effective graduate stems from the four components of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **In-Service upgrade programme** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Education Studies (50%)** <br> BPES 103 Human Development & Ed. Psychology <br> BPES 301 Assessment in Education <br> BPES 302 Educational Leadership & Administration <br> BPES 202 Inclusive Education <br> BPES 301 Classroom Management <br> BPES 302 Principles of Counselling | Effectively utilise and reflect upon a range of planning, teaching, learning and classroom management strategies that are grounded in theories and that are also appropriate to the modern Pacific primary school context. |
| **Curriculum Studies (34%)** <br> Portfolio 1 Curriculum Literacy (Lower) <br> Portfolio 2 Curriculum Math (Lower) <br> Portfolio 1 Curriculum Math (Upper) <br> Portfolio 2 Curriculum Science & Social Science (Upper) | Utilise personal proficiencies in literacy and numeracy and appropriate strategies to effectively teach and assess primary school curriculum subjects. |
| **Religious & Philosophical Studies (8%)** <br> BPRS 301 Ethics, Christian Morals & Values | Demonstrate a knowledge and respect for Bible truths and concepts in his/her professional and private life. |
| **Complementary Studies (8%)** <br> BPCS 101 Academic Research & Writing <br> *(Basic Computer skills, library orientation, Turnitin, secondary research & referencing skills…) to be done after classes / evenings by IT personnel, librarian, QA* | Demonstrate a sufficient command of English oral, reading and writing skills for teaching in the primary classroom. Demonstrate competence in a range of study skills that can support learning in higher education. |

**PROGRAMME LISTING**

The following table outlines the normal sequence for the **In-Service: Bachelor of Education Primary.**

| | | | BACHELOR OF EDUCATION: PRIMARY [SUMMER] | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Phase | Education Studies | Curriculum Studies | Religious & Philosophical Studies | Complementary Studies |
| | | | 50% | 34% | 8% | 8% |
| 5 | 60 | **Bridging** | BPES 103 Human Development & Ed. Psychology | | | BPCS 101 Academic Research & Writing |
| | | | | Portfolio 1 Curriculum Literacy (Lower) Portfolio 2 Curriculum Math (Lower) | | *(Basic Computer skills, library orientation, Turnitin, secondary research & referencing skills…) to be done after classes / evenings by IT personnel, librarian, QA* |
| 6 / 7 | 60 | **Cohort. 1** | BPES 301 Assessment in Education | Portfolio 1 Curriculum Math (Upper) | | |
| | | | BPES 302 Educational Leadership & Administration | | | |
| | | | BPES 202 Inclusive Education | | | |
| 7 | 60 | **Cohort. 2** | BPES 301 Classroom Management | Portfolio 2 Curriculum Science & Social Science (Upper) | BPRS 301 Ethics, Christian Morals & Values | |
| | | | BPES 302 Principles of Counselling | | | |

**MODULE SYNOPSES**

| Module Code | Module | Level & Credit point |
|---|---|---|
| | **EDUCATION STUDIES** | |
| **BPCS101** | **Academic Research & Writing** | **15 credits @ Level 5** |
| This module provides opportunities for students to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. Students will also receive instruction on how to find and appropriately reference information needed for research assignments using the APA referencing style. They will also be taught how to write, conduct and analyse questionnaires for assignments. | | |
| **BPES 103** | **Human Development & Educational Psychology** | **15 credits @ Level 5** |
| This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development. Educational psychology studies the basic principles of psychology. It provides a framework that helps students understanding the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview. | | |
| **BPES 201** | **Assessment in Education** | **15 credits @ Level 6** |
| This module focuses on the evaluation and measurement of students' learning and performance in primary schools. It explores creating and using a variety of assessment techniques for evaluating teaching and learning. The notions of complex and problematic assessment within the Pacific context will be examined. A particular emphasis is placed on preparing students to critically analyse appropriately recorded testing measures in order to meet the learning needs of children in a variety of subjects. | | |
| **BPES 202** | **Inclusive Education** | **15 credits @ Level 6** |
| This module will examine inclusive pedagogy relevant to catering for special needs children. It will provide students with the necessary knowledge and skills to cope in an inclusive classroom situation. Students will gain an awareness and understanding of people with learning, behavioural, physical and/or multiple health impairments who still have the capacity to learn effectively. Strategies and interventions related to integrating inclusive education into Pacific educational curricula will be explored and evaluated. | | |
| **BPRS 301** | **Ethics, Christian Morals and Values** | **15 credits @ Level 7** |

| This module examines what ethics, morals and values are, particularly in the context of Christianity and how they relate to education, professional practice, healthy relationships and solving modern moral dilemmas. It establishes the importance of professional ethics for teachers. It also explores how values are developed and how they may be taught and modelled in the Pacific primary context. |||
|---|---|---|
| **BPES 302** | **Educational Leadership & Administration** | **15 credits @ Level 7** |
| This module considers leadership skills to be essential for Christian educational administrators in the Pacific. It examines ways of managing staff, school finance and relationships with key stakeholders. It explores how different types of leadership impact the interface between the administrator and staff, support staff, parents, community groups, the media and the Church. It examines models of professional development, teacher appraisal, school accreditation and evaluation, and the supervision of instruction. |||
| **BPES 301** | **Classroom Management** | **15 credits @ Level 7** |
| This module engages students in analysing the factors that contribute to disruptive behaviour in the classroom, and in evaluating a range of possible responses. Students will discover how appropriate rules and routines may create a positive learning environment and promote effective classroom management. The role of differentiated instruction, various models of teaching and theories of classroom management will be explored. Biblical strategies of behaviour management will also be explored and applied to classroom situations. |||
| **BPES 303** | **Principles of Counselling** | **15 credits @ Level 7** |
| This module examines the basic principles of counselling, with the emphasis on working with children. The purpose is to provide teachers with an understanding of the counselling process, particularly from the Christian perspective, so that they can meet the needs of children and support them as they cope with difficult situations within the community. It focuses on helping teachers develop ethical counselling strategies that will be helpful in a variety of contexts. |||

## CERTIFICATE OF TEACHING (OFF CAMPUS: LEVEL 4)
## GRADUATE PROFILE

In essence, the profile of an effective graduate stems from the four components of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **Certificate of Teaching** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Education Studies (25%)**<br>CPES 001 Teaching Methods<br>CPES 002 Classroom<br>Management | Effectively utilise and reflect upon a range of planning, teaching, learning and classroom management strategies that are grounded in theories and that are also appropriate to the modern Pacific primary school context. |
| **Curriculum Studies (37%)**<br>CPUS 001 Teaching Literacy<br>CPUS 002 Preliminary Maths<br>CPUS 003 Preliminary Science &<br>Social Studies | Utilise personal proficiencies in literacy and numeracy and appropriate strategies to effectively teach and assess primary school curriculum subjects. |

| Religious & Philosophical Studies (13%)<br>CPRP 001 Christian Principles in Education | Demonstrate a knowledge and respect for Bible truths and concepts in his/her professional and private life. |
|---|---|
| Complementary Studies (25%)<br>CPCS 001 Study & Language Skills<br>CPCS 002 Writing & Oral Skills | Demonstrate a sufficient command of English oral, reading and writing skills for teaching in the primary classroom.<br>Demonstrate competence in a range of study skills that can support learning in higher education. |

## PROGRAMME LISTING

The following table outlines the normal sequence for the **2 summers: Certificate of Teaching.**

| CERTIFICATE OF TEACHING [LEVEL 4] | | | | | | |
|---|---|---|---|---|---|---|
| Level | Credit | Phase | Education Studies | Curriculum Studies | Religious & Philosophical | Complementary Studies |
| | 40 | | 25% | 37% | 13% | 25% |
| 4 | 20 | 1 | CPES 001<br>Teaching Methods | CPUS 001<br>Teaching Literacy | | CPCS 001<br>Study & Language Skills |
| | | | | | | CPCS 002<br>Writing & Oral Skills |
| | 20 | 2 | CPES 002<br>Classroom Management | CPUS 001<br>Preliminary Math | CPRP 001<br>Christian Principles in Education | |
| | | | | CPUS 002<br>Preliminary Science & Social Studies | | |

| Module Code | Module | Level & Credit point |
|---|---|---|

| EDUCATION STUDIES | | |
|---|---|---|
| **CPES 101** | **Teaching Methods** | **10 credits @ Level 4** |

This module develops, utilises and reflects upon a wide range of planning, teaching and management skills that can be used to meet the differing students' needs in Pacific classrooms. It also introduces students to the work of theorists and how they contribute to understanding the different ways children learn in the classroom.

| **CPES 002** | **Classroom Management** | **10 credits @ Level 4** |
|---|---|---|

The classroom management component focuses on how disruptive behaviour in the classroom can be minimized using various models/theories. Students will discover the impact of using routines and procedures to create a positive learning environment. It will include concepts of student-teacher relationships with special emphasis on Pacific Island classrooms. The Biblical theory of behaviour management will also be explored and applied to classroom situations.

| **CPUS 001** | **Teaching Literacy** | **10 credits @ Level 4** |
|---|---|---|

This module stresses the importance of literacy to modern life and provides opportunities for students to construct reading texts and activities using a contextualized approach. It will also demonstrate a variety of strategies to teach reading and writing effectively in Pacific primary schools.

| **CPUS 002** | **Preliminary Maths** | **10 credits @ Level 4** |
|---|---|---|

This module is intended to develop student's personal competencies on primary school mathematical concepts. It focuses in developing procedural mathematical skills and knowledge. It also facilitates an opportunity for students to explore conceptual foundations of mathematical knowledge in lower primary school.

| **CPUS 003** | **Preliminary Science & Social Science** | **10 credits @ Level 4** |
|---|---|---|

This module comprises two subjects. The social science component examines relationships between people, places and the environment. It will include topics of time, continuity and change, with special emphasis on Oceania. The science component focuses on basic science concepts specific to the lower primary science curriculum. It will also address strategies for teaching science through a constructivist approach.

| **CPRP 001** | **Christian Principles in Education** | **10 credits @ Level 4** |
|---|---|---|

This module examines the fundamental principles of Christianity in the primary school. It will include a variety of effective teaching and learning approaches that will enhance the development of ethics, values and strong moral character in the Pacific classroom.

| **CPCS 001** | **Study & Language Skills** | **10 credits @ Level 4** |
|---|---|---|

| CPCS 002 | **Writing & Oral Skills** | **10 credits @ Level 4** |
|---|---|---|
| This module focuses on developing students' competence in a range of language and study skills that can support their teaching in schools and learning in higher education. | | |
| This module focuses on demonstrating and developing competence in a range of study and writing skills that can support learning in higher education. | | |

**BACHELOR OF EDUCATION: EARLY CHILDHOOD**
The program is primarily designed to equip prospective graduates to teach competently in Early Childhood Education and Care Centres throughout the region and contribute to the development of children holistically. It also provides prospects ECEC educators many different opportunities to teach and cultivate important lessons catered towards the development of young children in order to build a solid and broad foundation for lifelong learning and wellbeing. The program also provides a sequential series of studies in educational, curricular and religious disciplines. Graduate will have the ability to teach and lead in early childhood education and care centres as well as have the foundation for further postgraduate study.

**GRADUATE PROFILE**
In essence, the profile of an effective graduate stems from the four strands of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **Bachelor of Education (Early Childhood),** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| Education Studies | Apply lively imagination to stimulate creative educational. |
| Curriculum Studies | Demonstrate competency in creatively using a variety of appropriate pedagogies across the ECEC curriculum. |
| Religious & Philosophical Studies | Sympathetically appraise the Seventh-day Adventist faith and demonstrate the responsibilities of having such a faith in their professional and personal life. |
| | Integrate the philosophy of holistic education throughout the ECEC curriculum, including values education. |
| Complementary Studies | Utilize ethical research methods and appropriate communication skills in presentations and publications. |
| | Demonstrate a healthy lifestyle which contributes to personal and community health. |

**ENTRY REQUIREMENTS**
To enter the **Bachelor of Education (ECE)**, the applicant should meet at least one of the following requirements, see the 'Admission Criteria' and 'Advance Standing Requirements' above.

**CO-CURRICULAR COMPETENCIES**
To progress through the **Bachelor of Education (ECEC)** the students must demonstrate competency according to the following standard:
- Computer skills: Students will demonstrate an appropriate level of computer competency through submitting assignments assessments that conform to the specified expectations.
- Literacy: students should pass Foundation or Form 7 English.
- Numeracy: students should pass Foundation or Form 7 Maths
- Conversational Vernacular: Fijian students will demonstrate competency in the conversational use of Fijian and Hindi and regional students in the use of an appropriate language.

**GRADUATION REQUIREMENTS**
To graduate from the following awards, students will need to complete:
- *Bachelor of Education (ECEC):* 360 credits of which 72 credits are Level 7 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin.*
- *Diploma in Education (ECEC):* 240 credits of which 72 are Level 6 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the Academic Bulletin.

**PROGRAMME LISTING**
The following table outlines the normal sequence for the **3-year** (full-time) **Bachelor of Education in Early Childhood.**

| BACHELOR OF EDUCATION: [EARLY CHILDHOOD] | | | | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Sem. | Education Studies | Curriculum Studies | Religious & Philosophical Studies | Complementary Studies |
| 7 | 360 | | 165 credits (46%) | 105 credits (29%) | 60 credits 17% | 30 credits 8% |
| 5 | 60 | 1 | BEES 101 Introduction to ECEC | | | BECS 101 Academic Research & Writing |
| | | | BEES 102 Learning & Teaching | | | |
| | | | BEES 103 Human Development & Ed Psychology | | | |
| | | | **Practicum (observation)** | | | |
| | 60 | 2 | | BEUS 101 Creative Arts/ Music & Movement | BERS 101 Essentials of the Christian Faith | |
| | | | | BEUS 102 Play & Pedagogy | | |
| | | | | BEUS 103/104/105 Curriculum Fijian/Hindi/ Other Pacific Languages | | |
| 6 | 60 | 1 | | BEUS 201 Language & Literacy in ECEC | | |
| | | | BEES 201 Classroom Management | BEUS 202 Curriculum Development in ECEC | | |
| | | | | BEUS 203 Maths, Science & Technology in ECEC | | |
| | | | **Practicum 1 BEPR 200** | | | |
| | 60 | 2 | | BEUS 204 Curriculum Bible | BERS 201 Life & Teachings of Jesus | |
| | | | BEES 202 Inclusive Education | | BERS 202 Ethics Christian Morals & Values | |
| 7 | 60 | 1 | BEES 301 Responsive Program for Infants & Toddlers | BEUS 301 Curriculum Mathematics for Lower Primary | | |
| | | | BEES 302 Social & Emotional Development in Early Childhood | | | |
| | | | BEES 303 Understanding Assessment and Evaluation in ECEC | | | |
| | | | **Practicum 2 BEPR 300** | | | |
| | 60 | 2 | BEES 304 ECEC Family & Community | | BERS 301 Philosophy of Adventist Education | |
| | | | BEES 305 Health, Safety & Nutrition in Young Children | | | |
| | | | BEES 306 Effective Leadership and Management in ECEC | | | |

**MODULE SYNOPSES**

| Module Code | Module | Level & Credit point |
|---|---|---|
| **EARLY CHILDHOOD EDUCATION STUDIES** | | |
| **BEES 101** | **Introduction to ECEC** | **15 credits @ Level 5** |
| The module introduces students to the importance of learning in early years. Students will acquire knowledge and understanding of child development theories and the importance of nurturing strong foundations in the early years. Play and social interaction for effective and quality child development will be explored. This module also exposes students to the planning, delivery and assessment of the early childhood curriculum, how an ECEC centre should be designed. | | |
| **BEES 102** | **Learning & Teaching** | **15 credits @ Level 5** |
| This module introduces students to a variety of theories of learning and teaching. It will also introduce students to effective teaching practices from both secular and Christian perspectives. In addition, it exposes students to a variety of teaching and basic classroom management skills. | | |
| **BEES 103** | **Human Development & Educational Psychology** | **15 credits @ Level 5** |
| This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development. Educational psychology studies the basic principles of psychology. It provides a framework that helps students understand the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview. | | |
| **BEES 201** | **Classroom Management** | **15 credits @ Level 6** |
| This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development. Educational psychology studies the basic principles of psychology. It provides a framework that helps students understand the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview. | | |
| **BEES 202** | **Inclusive Education** | **15 credits @ Level 6** |
| This module will examine inclusive pedagogy relevant to catering for special needs children. It will provide students with the necessary knowledge and skills to cope in an inclusive classroom situation. Students will gain an awareness and understanding of people with learning, behavioural, physical and or multiple health impairments who still have the capacity to learn effectively. Strategies and interventions related to integrating inclusive education into Pacific educational curricula will be explored and evaluated. | | |

| BEES 301 | Responsive Program for Infants & toddlers | 15 credits @ Level 7 |
|---|---|---|

This module provides opportunities for students to focus on responsive programs for infants and toddlers as they develop a sense of self concept, wellbeing, interaction, exploration and communication. It explores current brain research and its influence on the care and education of infants and toddlers within their environment and their parents/ carers as their primary caregivers. Emphasis is placed on child observations, analysis and reflection as important components in the application of holistic and developmentally appropriate infants and toddlers' programs through home based and care and service offered. Students will also have opportunities to investigate high-quality curricular, accommodate diversity in infants/toddlers and embracing mental health as pivotal to infant – parent/caregiver attachment.

| BEES 302 | Social & Emotional Development in Early childhood | 15 credits @ Level 7 |
|---|---|---|

This module is designed to ensure that the students understand the significance of social and emotional development in young children and evaluate related theories that enhance social and emotional development. The module also focuses on the stages of social and emotional development and skills that need to be developed in early childhood years. It will also ensure that students understand how to promote mental health in young children. The module also explores how faith may be integrated in social and emotional development in ECEC.

| BEES 303 | Understanding Assessment in ECEC | 15 credits @ Level 7 |
|---|---|---|

This module will introduce students to a clear understanding of what assessment and evaluation are in the Pacific ECEC context. Students will be introduced to the different methods of assessing and evaluating young children's development and learning. The module will also provide learners with in-depth knowledge of the purpose of assessment, and how to use the information to plan interactions and experiences that will support learning and development of young children. Students will also gain exposure to a formal way of assessing years 1-3.

| BEES 304 | ECEC Family & Community | 15 credits @ Level 7 |
|---|---|---|

This module focuses on the impact of family and the community, and of changes in the family and community, on the education of young children. It stresses the importance of productively involving parents, families and the community in the education of young children and explores how this may be done in the Pacific context. It also emphasizes inclusion and diversity, and how ECCE centres may be effectively managed as a community resource.

| BEES 305 | Health, Safety & Nutrition in Yong Children | 15 credits @ Level 7 |
|---|---|---|

The aim of this module is to provide an overview of the health, safety, and nutritional needs of young children. It also explores early childhood practices that should ensure the health and well-being of each child in an ECEC setting. The module content includes the roles and responsibilities of teachers in meeting children's diverse health and well-being needs.

| BEES 306 | Effective Leadership in ECEC | 15 credits @ Level 7 |
|---|---|---|

This module allows students to envisage themselves as leaders in early childhood education and care settings. It provides opportunities to explore both secular and Christian leadership. Students will examine the theory and

practice of leadership and management in ECEC in this current climate of change and identify and address contemporary issues in ECEC. The module will also explore ways of developing leadership and management skills for building supportive and collaborative environment for young children.

## CURRICULUM STUDIES

| BEUS 101 | Creativity, Arts / Music / & Movement | 15 credits @ Level 5 |
|---|---|---|

This module offers an introduction to the creative arts, performing arts and music for both the early childhood education and primary schools. It explores how to be creative with art, craft, drama and music. Students will be given opportunities to develop various skills in planning how to effectively integrate art, craft and music into various curriculum subjects. Students will acquire skills in using readily available materials to develop Pacific artifacts, art, craft and music.

| BEUS 102 | Play & Pedagogy | 15 credits @ Level 5 |
|---|---|---|

This module examines the value of play for young children through socio-cultural interaction. Students will investigate play as a learning tool through observation. The development of quality play will be examined. Play as a channel of communication and the development of language, through cognitive, social, and physical interaction will be emphasized.

| BEUS 103 | Curriculum Fijian | 15 credits @ Level 5 |
|---|---|---|

This module is designed to prepare students to teach Fijian in Fijian primary schools and to understand why the vernacular is so important. It will ensure that students understand the origin, development and correct usage of Fijian and its various communication styles in the context of Fijian culture. The module particularly focuses on the content of the Fijian curriculum and how it may be effectively taught to Fijian primary school pupils.

| BEUS 104 | Curriculum Vernacular Hindi | 15 credits @ Level 5 |
|---|---|---|

This module is designed to prepare students to teach Hindi in Fijian primary schools and to understand why the vernacular is so important. It will ensure that students understand the origin, development and correct usage of Hindi and its various communication styles in the context of Indo-Fijian culture. The module particularly focuses on the content of the Hindi curriculum and how it can be effectively taught to Indo-Fijian primary school pupils.

| BEUS 105 | Curriculum Vernacular (Others) | 15 credits @ Level 5 |
|---|---|---|

This module is designed to prepare students to teach a Pacific language (or teach through their chosen language) and to understand why the vernacular is so important. It will ensure that students understand the origin, development and correct usage of a chosen Pacific language and its various communication styles in the context of the culture in which the language is used. The module particularly focuses on either the content of a vernacular (where appropriate), but more especially on how the language may be effectively taught and / or utilized in a Pacific primary school.

| BEUS 201 | Language & Literacy in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module provides the student with knowledge and skills that will help enhance the development of young children's language and literacy skills in the ECEC classroom. It will also examine theoretical perspectives on language and literacy development. The role of ECEC teachers in the planning and implementing of effective strategies to develop literacy skills such as listening, oral, reading and writing will be discussed and demonstrated. An emphasis is placed on the critical approach to listening, speaking, early reading and understanding. The strategies to integrate faith into literacy and language learning will be also explored.

| BEUS 202 | Curriculum Development in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module extends students' knowledge of the development of the early childhood curriculum and its key components.  It also examines appropriate approaches to program planning where students will develop an ability to use effective assessment and documentation strategies in relation to the ECEC curriculum and experiences. Students will learn how to observe and evaluate environments that support children's development and learning.  The module will also explore how faith-based learning may be integrated in all foundation areas of learning and development.

| BEUS 203 | Maths, Science & Technology in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module considers the suitability of a variety of teaching strategies, particularly inquiry learning, for specific aspects of the ECEC maths, science and technology curriculum. Students will explore various ECEC mathematical, science and technology concepts and how technology can be used to support the teaching and learning of these concepts in the ECEC setting. Students will also have the opportunity to teach mathematics in the lower primary school. They will also explore ways of integrating faith into ECEC maths, science and technology.

| BEUS 204 | Curriculum Bible | 15 credits @ Level 6 |
|---|---|---|

This module examines the philosophy and principles of teaching Bible in the Primary school. It also focuses on planning Bible units and on using effective teaching and learning approaches for enriching Bible lessons in schools. Students are encouraged to become learners of the Word with an emphasis on helping others to be like Jesus.

| BEUS 301 | Curriculum Mathematics for Lower Primary | 15 credits @ Level 7 |
|---|---|---|

This module is intended to provide students with a broad understanding of the mathematical concepts taught in the lower Primary School Curriculum. It is also designed to engage students in exploring, creating and applying appropriate theories and strategies for delivering the mathematics curriculum in a meaningful, challenging and interesting manner. Theories that may be applied to teaching mathematics will be examined. Students will also explore how mathematics may be taught through a thematic approach and how faith may be incorporated into mathematics learning.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| BERS 101 | Essentials of Christian Faith | 15 credits @ Level 5 |
|---|---|---|

This module will equip students with a comprehensive knowledge of the major Biblical teachings as understood by Seventh-day Adventists. The focus of this module is to understand the relevance of Biblical teachings from a Christ-centred perspective in the 21st century Pacific context

| BERS 201 | Life and Teaching of Jesus | 15 credits @ Level 6 |
|---|---|---|

This module consists of a study of the life, teachings, and ministry of Jesus, as recorded by the four gospel writers, including a study of the first century background to the New Testament. Salvation by grace through faith will be highlighted as the foundation and purpose of Christ's ministry on earth and in heaven. The application of Christ's teachings will be crucial to the church in the 21st century church and to students' personal and professional lives.

| BERS 202 | Ethics, Christian Moral & Values | 15 credits @ Level 6 |
|---|---|---|

This module examines what ethics, morals and values are, particularly in the context of Christianity and how they relate to education, healthy relationships and solving modern moral dilemmas. It establishes the importance of professional ethics for teachers. This module also explores how values are developed and how they may be taught and modelled in the Pacific primary context.

| BERS 301 | Philosophy of Adventist Education | 15 credits @ Level 7 |
|---|---|---|

This module examines worldviews and the philosophy of Adventist education relevant to the teaching ministry with an emphasis on the practical implications of adopting and implementing an Adventist Educational philosophy. Students will explore the value of Adventist Education from childhood to the adolescent years with an emphasis on building a strong foundation not only for life on this earth but also for eternity. Students will appreciate God's plan for holistic education which involves the home, school and the church.

## COMPLEMENTARY STUDIES

| BECS 101 | Academic Research & Writing | 15 credits @ Level 5 |
|---|---|---|

This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments.

**BACHELOR OF EDUCATION: [ECEC] IN-SERVICE (DIPLOMA-DEGREE UPGRADE)**
**GRADUATE PROFILE**
In essence, the profile of an effective graduate stems from the four components of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **In-Service upgrade programme** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Education Studies (50%)**<br>BEES 104 Human Development & Ed. Psychology<br>BES 202 Inclusive Education<br>BEES 203 Classroom Management<br>Portfolio 1 - Responsive programming for Infants & Toddlers<br>BEUS 302 Social & emotional development in ECEC | Effectively utilise and reflect upon a range of planning, teaching, learning and classroom management strategies that are grounded in theories and that are also appropriate to the modern Pacific ECEC school context. |

| | | |
|---|---|---|
| BEES 306 Effective Leadership in ECEC | | |
| **Curriculum Studies (34%)**<br>Portfolio 1 – BEUS 102 Play & Pedagogy<br><br>Portfolio 2 – BEUS 203 Math, Science & Technology in ECEC<br><br>BEUS 201 Language & Literacy in ECEC<br>BEUS 202 Curriculum Development in ECEC | Utilise personal proficiencies in literacy and numeracy and appropriate strategies to effectively teach and assess ECEC learning experiences. | |
| **Religious & Philosophical Studies (8%)**<br>BEES 301 Ethics, Christian Morals & Values | Demonstrate a knowledge and respect for Bible truths and concepts in his/her professional and private life. | |
| **Complementary Studies (8%)**<br>BPCS 101 Academic Research & Writing<br>*(Basic Computer skills, library orientation, Turnitin, secondary research & referencing skills…) to be done after classes / evenings by IT personnel, librarian, QA* | Demonstrate a sufficient command of English oral, reading and writing skills for teaching in the primary classroom. Demonstrate competence in a range of study skills that can support learning in higher education. | |

## PROGRAMME LISTING

The following table outlines the normal sequence for the **In-Service: Bachelor of Education [ECE].**

| | | | BACHELOR OF EDUCATAION [ECEC] SUMMER | | | |
|---|---|---|---|---|---|---|
| Level | Credits | Phase | **Education Studies** | **Curriculum Studies** | **Religious & Philosophical Studies** | **Complementary Studies** |
| 7 | 360 | | 165 credits (46%) | 105 credits (29%) | 60 credits 17% | 30 credits 8% |
| 5 | 60 | **Bridging** | BEES 103 Human Development & Ed Psychology | Portfolio 1 BEUS 102 Play & pedagogy | | BECS 101 Academic Research & Writing |
| | | | | Portfolio 2 BEUS 203 Maths, Science & Technology in ECEC | | |
| COHORT 1 | | | | | | |
| 6/7 | 60 | **Cohort 1** | BEES 202 Inclusive Education | BEUS 201 Language & Literacy development in ECEC | | |
| | | | Portfolio BEES 301 Responsive Programming for Infants & Toddlers | | | |

| | | | BEES 302 Social & Emotional Development in ECEC | | | |
|---|---|---|---|---|---|---|
| | | | **COHORT 2** | | | |
| 6/7 | 60 | **Cohort 2** | BEES 203 Classroom Management | | BERS 202 Ethics, Christian Morals & Values | |
| | | | BEES 306 Effective Leadership in ECEC | Portfolio 2 BEUS 202 Curriculum Development in ECEC | | |

## MODULE SYNOPSES

| Module Code | Module | Level & Credit point |
|---|---|---|

| **BACHELOR OF EDUCATION (ECEC)** | | |
|---|---|---|
| **Module Code** | **Module** | **Level & Credit point** |
| **BEES 104** | **Human Development & Educational Psychology** | **15 credits @ Level 5** |
| This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development. Educational psychology studies the basic principles of psychology. It provides a framework that helps students understand the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview. | | |
| **BEES 202** | **Inclusive Education** | **15 credits @ Level 6** |
| This module will examine inclusive pedagogy relevant to catering for special needs children. It will provide students with the necessary knowledge and skills to cope in an inclusive classroom situation. Students will gain an awareness and understanding of people with learning, behavioural, physical and / or multiple health impairments who still have the capacity to learn effectively. Strategies and interventions related to integrating inclusive education into Pacific educational curricula will be explored and evaluated. | | |
| **BEES 301** | **Responsive Program for Infants & toddlers** | **15 credits @ Level 7** |

This module provides opportunities for students to focus on responsive programs for infants and toddlers as they develop a sense of self concept, wellbeing, interaction, exploration and communication. It explores current brain research and its influence on the care and education of infants and toddlers within their environment and their parents/ carers as their primary caregivers. Emphasis is placed on child observations, analysis and reflection as important components in the application of holistic and developmentally appropriate infants and toddlers' programs through home based and care and service offered. Students will also have opportunities to investigate high-quality curricular, accommodate diversity in infants/toddlers and embracing mental health as pivotal to infant – parent/caregiver attachment.

| BEES 203 | Classroom Management | 15 credits @ Level 6 |
|---|---|---|

This module comprises two linked subjects. Human development examines the different theories of learning related to the development of children. It also examines developmental milestones and the value of holistic nurturing in relation to children's learning experiences. Students will also study how different parenting styles and Christian education impact children's development. Educational psychology studies the basic principles of psychology. It provides a framework that helps students understand the impact of psychology on the teaching and learning of Pacific children. Students will explore contemporary research and theoretical perspectives to educational psychology from a Christian worldview.

| BEES 302 | Social & Emotional Development in Early Childhood | 15 credits @ Level 7 |
|---|---|---|

This module is designed to ensure that the students understand the significance of social and emotional development in young children and evaluate related theories that enhance social and emotional development. The module also focuses on the stages of social and emotional development and skills that need to be developed in early childhood years. It will also ensure that students understand how to promote mental health in young children. The module also explores how faith may be integrated in social and emotional development in ECEC.

| BEES 306 | Effective Leadership in ECEC | 15 credits @ Level 7 |
|---|---|---|

This module allows students to envisage themselves as leaders in early childhood education and care setting. It provides opportunities to explore both secular and Christian leadership. Students will examine the theory and practice of leadership and management in ECEC in this current climate of change and identity and address contemporary issues in ECEC. The module will explore ways of developing leadership and management skills for building supportive and collaborative environment for young children.

# CURRICULUM STUDIES

| BEUS 102 | Play & Pedagogy | 15 credits @ Level 5 |
|---|---|---|

This module examines the value of play for young children through socio-cultural interaction. Students will investigate play as a learning tool through observation. The development of quality play will be examined. Play as a channel of communication and the development of language, through cognitive, social, and physical interaction will be emphasized.

| BEUS 203 | Maths, Science & Technology in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module considers the suitability of a variety of teaching strategies, particularly inquiry learning, for specific aspects of the ECEC maths, science and technology curriculum. Students will explore various ECEC mathematical, science and technology concepts and how technology can be used to support the teaching and learning of these concepts in the ECEC setting. Students will also have the opportunity to teach mathematics in the lower primary school. They will also explore ways of integrating faith into ECEC maths, science and technology.

| BEUS 201 | Language & Literacy in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module provides the student with knowledge and skills that will help enhance the development of young children's language and literacy skills in the ECEC classroom. It will also examine theoretical perspectives on language and literacy development. The role of ECEC teachers in the planning and implementing of effective strategies to develop literacy skills such as listening, oral, reading and writing will be discussed and demonstrated. An emphasis is placed on the critical approach to listening, speaking, early reading and understanding. The strategies to integrate faith into literacy and language learning will be also explored.

| BEUS 202 | Curriculum Development in ECEC | 15 credits @ Level 6 |
|---|---|---|

This module extends students' knowledge of the development of the early childhood curriculum and its key components. It also examines appropriate approaches to program planning where students will develop an ability to use effective assessment and documentation strategies in relation to the ECEC curriculum and experiences. Students will learn how to observe and evaluate environments that support children's development and learning. The module will also explore how faith-based learning may be integrated in all foundation areas of learning and development.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| BPRS 202/BERS 202 | Ethics, Christian Moral & Values | 15 credits @ Level 6 |
|---|---|---|

This module examines what ethics, morals and values are, particularly in the context of Christianity and how they relate to education, healthy relationships and solving modern moral dilemmas. It establishes the importance of professional ethics for teachers. This module also explores how values are developed and how they may be taught and modelled in the Pacific primary context.

## COMPLEMENTARY STUDIES

| BPCS101/BECS 101 | Academic Research & Writing | 15 credits @ Level 5 |
|---|---|---|

This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments.

**CERTIFICATE OF TEACHING (ECEC) VANUATU WINTER SCHOOL**
**GRADUATE PROFILE**
In essence, the profile of an effective graduate stems from the four components of the program which consists of Education Studies, Curriculum Studies, Religious & Philosophical Studies and Complementary Studies.

On successful completion of the **Certificate of Teaching** the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Education Studies (37%)**<br>CEES 001 Child Growth & Development<br>CEES 002 Promoting Health, Safety & Nutrition in Young Children | Effectively utilise and reflect upon a range of planning, teaching, learning and classroom management strategies that are grounded in theories and that are also appropriate to the modern Pacific ECEC school context. |
| **Curriculum Studies (25%)**<br>CEUS 001 Introduction to Curriculum Development in ECEC<br>CEUS 002 Art, Craft, Music & Movement in ECEC<br>CEUS 003 Early Literacy & | Utilise personal proficiencies in literacy and numeracy and appropriate strategies to effectively teach and assess ECEC learning experiences. |
| **Religious & Philosophical Studies (13%)**<br>CERP 001 Christian Principles in Education | Demonstrate a knowledge and respect for Bible truths and concepts in his/her professional and private life. |
| **Complementary Studies (25%)**<br>CECS 001 Study & Language Skills<br>CECS 002 Writing & Oral Skills | Demonstrate a sufficient command of English oral, reading and writing skills for teaching in the primary classroom. Demonstrate competence in a range of study skills that can support learning in higher education. |

**PROGRAMME LISTING**
The following table outlines the normal sequence for the **Certificate in Teaching [ECE].**

| | | | | CERTIFICATE OF TEACHING [ECEC] WINTER SCHOOL | | |
|---|---|---|---|---|---|---|
| Level | Credits | Phase | Education Studies | Curriculum Studies | Religious & Philosophical Studies | Complementary Studies |
| 4 | 40 | | 25% | 37% | 13% | 25% |
| 4 | 20 | 1 | CEES 001 Introduction to Early Childhood Education & care | | | CECS 001 Study & Language Skills |
| 4 | | 1 | | CEUS 001 Introduction to Curriculum in ECEC | | CECS 002 Writing & Oral Skills |
| | | | | | | |
| 4 | 20 | 2 | | CEUS 002 Art, Craft, Music & Music in ECEC | CERP 001 Christian Principles in Education | |

| | | | CEES 002 Promoting Health, Safety & Nutrition in Young Children | CEUS 003 Early Literacy & Numeracy | | |
|---|---|---|---|---|---|---|

## MODULE SYNOPSES

| Module Code | Module | Level & Credit point |
|---|---|---|

| **CERTIFICATE OF TEACHING (ECEC) WINTER SCHOOL** | | |
|---|---|---|
| **Module Code** | **Module** | **Level & Credit point** |
| **CEES 001** | **Introduction to Early Childhood Education and Care** | **5 credits @ Level 4** |
| The module introduces students to the importance of learning in early years. Students will acquire knowledge and understanding of child development theories and the importance of nurturing strong foundations in the early years. Physical, cognitive, social, emotional and moral development will be discussed. Play and social interaction for effective and quality child development will be explored. | | |
| **CEES 002** | **Promoting Health, Safety & Nutrition in Young Children** | **5 credits @ Level 4** |
| The aim of this module is to provide an overview of the health, safety, and nutritional needs of young children. It also explores early childhood practices that should ensure the health and well-being of each child in an ECEC setting. The module content includes the roles and responsibilities of teacher in meeting children's diverse health and well-being needs. | | |
| **CEUS 002** | **Art, Craft, Music & Movement in ECEC** | **5 credits @ Level 4** |
| The module aims to develop in students an understanding and appreciation of children's art, and its significance in young children's learning and development. It also offers an opportunity for students to explore creativity and their ability to plan activities to support young children's engagement with art, craft, music and movement. | | |
| **BEES 302** | **Social & Emotional Development in Early Childhood** | **15 credits @ Level 7** |
| This module is designed to ensure that the students understand the significance of social and emotional development in young children and evaluate related theories that enhance social and emotional development. The module also focuses on the stages of social and emotional development and skills that need to be developed in early childhood years. It will also ensure that students understand how to promote mental health in young children. The module also explores how faith may be integrated in social and emotional development in ECEC. | | |
| **CURRICULUM STUDIES** | | |
| **CEUS 001** | **Introduction to Curriculum in ECEC** | **5 credits @ Level 4** |

This module enhances students' understanding of how ECEC curriculum is developed. It will include the curriculum planning cycle and the various approaches that support the learning and development of young children. The module will also explore how faith-based learning may be integrated in all foundation areas of learning and development.

| CEUS 002 | Early Literacy & Numeracy | 5 credits @ Level 4 |
|---|---|---|

The module aims to develop in students an understanding and appreciation of children's art, and its significance in young children's learning and development. It also offers an opportunity for students to explore creativity and their ability to plan activities to support young children's engagement with art, craft, music and movement.

| CEUS 003 | Language & Literacy in ECEC | 5 credits @ Level 4 |
|---|---|---|

This module provides students with an opportunity to enhance their knowledge and understanding in early literacy and numeracy development. It will examine the role of teachers in the planning and implementing a variety of strategies to develop early literacy and numeracy skills in the Pacific ECEC context.

## RELIGIOUS & PHILOSOPHICAL STUDIES

| CERP 001 | Christian Principles in Education | 5 credits @ Level 4 |
|---|---|---|

This module examines the fundamental principles of Christianity in the primary school. It will include a variety of effective teaching and learning approaches that will enhance the development of ethics, values and strong moral character in the Pacific classroom.

## COMPLEMENTARY STUDIES

| CECS 001 | Study & Language Skills | 5 credits @ Level 4 |
|---|---|---|

This module focuses on developing students' competence in a range of language and study skills that can support their teaching in schools and learning in higher education.

| CECS 002 | Writing & Oral Skills | 5 credits @ Level 4 |
|---|---|---|

This module focuses on demonstrating and developing competence in a range of study and writing skills that can support learning in higher education.

**THEOLOGY PROGRAMME**
The program is primarily designed to equip graduates to facilitate the search for meaning and purpose in life and holistically serve and resource the Seventh-day Adventist Church and community in the oceanic countries of the South Pacific. It provides a sequential series of studies in the biblical, theological and pastoral disciplines, with an emphasis on research in the honours year, in the context of the personal spiritual formation of the student. Together these studies will enhance the graduate's ability to build effective Christian communities of hope through a deeper understanding of Adventist identity, mission and ministry, through the contextual application of biblical principles in a multi-cultural and multi-faith Pacific and through enhanced pastoral care and counselling skills to empower individuals to transform life-crises and personal issues into building blocks for the future.

1. **BACHELOR OF THEOLOGY [HONORS]**
2. **POSTGRADUATE DIPLOMA IN THEOLOGY**
3. **CERTIFICATE IN THEOLOGY [OFF CAMPUS & INSERVICE]**

**GRADUATE PROFILE**
On the successful completion of the **Bachelor of Theology [Honors]**, the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Biblical Studies** | Engage independently in serious and scholarly study of the Bible with application to everyday life. |
| | Demonstrate competency in utilising Biblical Hebrew and Koine Greek. |
| **Theological/Historical Studies** | Critically analyse Christian thought and history through primary and secondary sources. |
| | Sympathetically appraise the Seventh-day Adventist faith and demonstrate the responsibilities of having such faith in their personal and professional life. |
| | Apply an integrated theological system to the development of an Adventist identity. |
| **Pastoral Studies** | Demonstrate comprehensive skills for satisfactory participation in Christian ministry in a cross-cultural, multi-faith society. |
| | Generate creative pastoral responses to new challenges in ministering to a multi-cultural and multi-faith society. |

| Complementary Studies | Utilize ethical research methods and appropriate communication skills in presentations and publications. |
|---|---|
| | Demonstrate a healthy lifestyle which contributes to personal and community health. |

## ENTRY REQUIREMENTS

To enter the **Bachelor of Theology [Honors]**, the applicant should meet the following requirements:

| |
|---|
| Pass in FF7E or its equivalent including a pass in English & Mathematics OR |
| Pass in PF7E or its equivalent including a pass in English & Mathematics |
| Pass in Foundation Studies [Theology] including a pass in English |
| A pass in the Mature Age examination for those over the age of 22 years in the year of entry. |
| Progression to the Honours year is on the successful completion of a Bachelor of Theology with a minimum GPA of 2.75. |

## CO-CURRICULAR COMPETENCIES

To progress through the **Bachelor of Theology [Honors]**, the student must demonstrate competency according to the following standards:

| Computer Skills | Students will demonstrate general knowledge from the computer systems, use software and hardware, file management, keyboarding and basic word processing skills. This is an elementary level for general computer applications, word processing, spreadsheets and power point presentations. |
|---|---|
| Literacy | Students will be required to achieve a Level 1 (a minimum of 70% in Entry Level 3) in the Future School Literacy software. |
| Numeracy | Students will be required to achieve a Level 1 (a minimum of 70% in Entry Level 3) in the Future School Literacy software. |
| Conversational Vernacular | Students will demonstrate competence in the professional use of their vernacular and conversational competence (reading level - age 12) of other major languages in their country of origin. |
| Adventist Doctrine | Students will be required to demonstrate a basic understanding of the Fundamental Beliefs of the Seventh-day Adventist Church. |

## GRADUATION REQUIREMENTS
To graduate from the following awards, the student will need to complete:

| | |
|---|---|
| **Bachelor of Theology Hons** | 480 credits of which 120 are at Level 8 or higher, the practicum requirements and the co-curricular competencies of the program of study as published in the *Academic Bulletin*. |
| **Bachelor of Theology** | 360 credits of which 72 credits are Level 7 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*. |
| **Diploma in Theology** | 240 credits of which 72 are Level 6 or higher, the practicum requirement and the co-curricular competencies of the program of study as published in the *Academic Bulletin*. |

## PROGRAMME LISTING

## BACHELOR OF THEOLOGY [HONORS]
The following table outlines the normal sequence for the **4-year** (full-time) **Bachelor of Theology Honors** program.

| | | | | | | |
|---|---|---|---|---|---|---|
| **BACHELOR OF THEOLOGY [HONS]** | | | | | | |
| Level | Credits | Sem | **Biblical Studies** | **Theological/ Historical Studies** | **Pastoral Studies** | **Complementary Studies** |
| 8 | 480 | 8 | 120-180 credits (25-38%) | 105-165 credits (22-34%) | 105-165 credits (22-34%) | 90 credits (19%) |
| 5 | 60 | 1 | BTBS101 Gospels | BTTS101 Church History | BTPS101 Pastoral Formation in Context | BTCS101 Academic Research & Writing |
| | 60 | 2 | BTBS102 Pentateuch | BTTS102 Pacific Christian History | BTPS102 Cultural Diversity in Ministry | |
| | | | BTBL101 Greek | | | |
| 6 | 60 | 1 | BTBS 201 NT Epistle | BTTS201 Adventist Heritage & Ellen White | BTPS201 Healthy Congregations | |
| | | | | | BTPS202 Homiletics | |

| Year | | | | | | |
|---|---|---|---|---|---|---|
| | | | **BTPR201 Healthy Congregations Practicum** | | | |
| | 60 | 2 | BTBS202 OT Prophets | BTTS202 Philosophies, Religions & Apologetics | | BTCS201 Health & Lifestyle |
| | | | BTBL201 Hebrew | | | |
| 7 | 60 | 1 | BTBS301 OT History & Wisdom Literature | | BTPS301 Evangelism & Discipleship | |
| | | | | BTTS302 Adventist Theology | BTPS303 Church Leadership & Administration | |
| | | | **BTPR301 Evangelism & Discipleship Practicum** | | | |
| | 60 | 2 | BTBS302 Biblical Apocalyptic | BTTS303 Applied Christian Ethics | BTPS302 Pastoral Care & Counselling in a Pacific Context | |
| | | | | BTTS301 Systematic Theology | | |
| 8 | 60 | 1 | **PTBS4XX Biblical Studies** | | | **PTCS 401 Introduction to Research** |
| | 60 | 2 | | *PTTS4XX Theological Studies* | *PTPS4XX Pastoral Studies* | **PTCS402 Research** |

**MODULE SYNOPSES**

| Module Code | Module | Level and Credit point |
|---|---|---|
| **BIBLICAL STUDIES** | | |
| | | |
| **BTBS 101** | **Gospel** | **15 credits @ Level 5** |
| This module is concerned with the study of the mission and message of Jesus Christ as recorded in the Gospels. A quick survey of the religious, political and social backgrounds as well as the geographical setting of the Gospels will precede the actual study of the life, teachings, death and resurrection of Jesus in the context of the plan of redemption. | | |
| **BTBS 102** | **Pentateuch** | **15 credits @ Level 5** |
| This module provides an introduction to the Pentateuch that examines different approaches taken in its study. It also includes an overview of each of its books, exposure to studies in Pentateuchal theology, narrative and law, and the exegesis of selected passages. | | |
| **BTBL 101** | **Greek** | **15 credits @ Level 5** |
| This module is the first stage in providing the student with the ability to use Koine Greek as a tool for New Testament study. Following a working introduction to the grammar of New Testament Greek, some experience is given in translating of simple texts from the Greek New Testament. | | |
| **BTBL 201** | **Hebrew** | **15 credits @ Level 6** |
| This module is the first stage in providing the student with the ability to use biblical Hebrew as a tool for Old Testament study. Following a working introduction to the grammar of biblical Hebrew, some experience is given in translating of simple texts from the Hebrew Old Testament. | | |
| **BTBS 201** | **New Testament Epistles** | **15 credits @ Level 6** |
| A study of the historical background and genre of the Christian epistles, including exegetical and theological studies of selected passages. | | |
| **BTBS 202** | **Old Testament Prophets** | **15 credits @ Level 6** |
| This module is a study of the historical backgrounds and genre of the prophets, including exegetical and theological studies of selected passages. | | |
| **BTBS 301** | **Old Testament History and Wisdom Literature** | **15 credits @ Level 7** |
| This module is a study of the history (Joshua to Esther) and wisdom (Job to Song of Songs) sections of the Old Testament. Examination is made of the characteristics of historical narrative and wisdom literature in their Ancient Near Eastern context. Included are exegetical and theological studies of selected passages. | | |

| BTBS 302 | **Biblical Apocalyptic** | **15 credits @ Level 7** |
|---|---|---|

This module is a study of the genre of apocalyptic with emphasis on the books of Daniel and Revelation. It includes exegetical and theological studies of selected passages

## THEOLOGICAL/HISTORICAL STUDIES

| BTTS 101 | **Church History** | **15 credits @ Level 5** |
|---|---|---|

This module presents an overview of the history of the Christian Church including the major developments and controversies of the Christian church, and some of the key personalities and major theological trends.

| BTTS 102 | **Pacific Christian History** | **15 credits @ Level 5** |
|---|---|---|

A historical and sociological study of Christian missions in the South Pacific with a focus on the mission agencies of the following denominations: English Congregational Churches (LMS); Anglican, Lutheran, Methodist, Presbyterian, South Seas Evangelical Mission, Roman Catholic, Seventh-day Adventist and new Christian Movements.

| BTTS 201 | **Adventist Heritage & Ellen White** | **15 credits @ Level 6** |
|---|---|---|

This module is a study of the heritage and development of the beliefs, practices, and organization of the Seventh-day Adventist Church. The origins of the movement will be traced back to America and a special emphasis will be placed on it being a continuation of the Reformation. Emphasis will be given to the life and writings of Ellen White in the context of her life and times. Valid hermeneutical tools will be developed for understanding her writings. A framework for dealing with questions regarding her ministry will also be developed.

| BTTS 202 | **Philosophies, Religions and Christian Apologetics** | **15 credits @ Level 6** |
|---|---|---|

This module deals with the contemporary philosophical and religious perspectives impacting Oceania from a conservative Christian perspective. The module includes philosophical perspectives of rationalism, modernism and postmodernism, the main religions in the Pacific region, apologetic issues relevant to theism and the relationship between science and Christianity.

| BTTS 301 | **Systematic Theology** | **15 credits @ Level 7** |
|---|---|---|

This module is an integrated study of the selected biblical and theological themes of revelation-inspiration, Christology, soteriology, pneumatology, ecclesiology, and eschatology, and their systematic relationship to each other.

| BTTS 302 | **Adventist Theology** | **15 credits @ Level 7** |
|---|---|---|

This module is a study of the historical development of Seventh-day Adventist theology with a focus on soteriology and distinctive Adventist doctrines, such as the Sabbath, second coming, sanctuary, eschatology, and anthropological conditionalism.

| BTTS 302 | **Applied Christian Ethics** | **15 credits @ Level 7** |
|---|---|---|

This module looks at the development of a Christian ethic based on biblical revelation as a basis for critical analysis of other ethical systems. Special emphasis is given to professional ethics for teachers and ministers, the role of ethics in the Christian life, and guidelines for addressing ethical dilemmas.

| PASTORAL STUDIES | | |
|---|---|---|
| **BTPS 101** | **Pastoral Formation in Context** | **15 credits @ Level 5** |
| This module explores the theology of ministry and the professional, spiritual and doctrinal development of the student as a future pastor. The connection between the devotional life, doctrinal formation, personal experience with Jesus and the call to ministry is examined. Spiritual movements are briefly explored. The different types of personalities and temperaments and their effect on ministry are evaluated. The practical aspect of this module includes organised visitation to selected churches and supervised devotional times. | | |
| **BTPS 102** | **Cultural Diversity in Ministry** | **15 credits @ Level 6** |
| This module studies basic anthropological principles, with educational applications to the various cross-cultural situations of the Pacific. The principles required for ministering in a multi-cultural Fijian society and the various islands of the Pacific will be explored. | | |
| **BTPS 201** | **Healthy Congregations** | **15 credits @ Level 6** |
| This practicum applies the principles and practice of Healthy Congregations in the Seventh-day Adventist Context, focusing on the principles and practices of meaningful congregational worship, discipleship, spiritual gifts, the role of the laity, the relationship between the church and its community, and the role of small groups. The student is encouraged to work with the pastor in the leadership and ministry of this congregation. | | |
| **BTPS 202** | **Homiletics** | **15 credits @ Level 6** |
| This module deals with the theory and practice of both voice production and sermon preparation. As well as the techniques of speech delivery, attention is given to various types of public presentation, ensuring both logical argument and edifying content | | |
| **BIPS 201** | **Evangelism and Discipleship (with Practicum)** | **15 credits @ Level 7** |
| This module is the study of the principles and practice of evangelism, with a focus on evangelism as mandate and process. This module covers evangelistic methods and strategies, evangelism in the Old and New Testaments and the psychology of decision-making. Evangelism in the Pacific context will also be explored. The New Testament model of discipleship will be examined with implications for the 21$^{st}$ century. The practical aspects of this module will include involvement in a public evangelistic program. | | |
| **BTPS 302** | **Pastoral Care and Counselling** | **15 credits @ Level 7** |
| This module is a study of the role of the pastor, pastoral care, psychology and counselling. Special emphasis will be placed on the provision of pastoral care of the congregation, including a study of the *Ministers' Handbook*, special services of the church, and counselling for specific social issues in the Pacific. | | |
| **BTPS 303** | **Church Leadership and Administration** | **15 credits @ Level 7** |
| This module is a study of the theory and practice of Church Leadership. Special emphasis will be given to the *Church Manual*, financial administration, strategic planning, leadership development, OH&S, communication and the process of change with the purpose of equipping the pastor to become an effective leader. | | |
| COMPLEMENTARY STUDIES | | |

| BTCS 101 | **Academic Research & Writing** | **15 credits @ Level 5** |
|---|---|---|
| This module provides opportunities for students to improve their English grammar and to develop the skills needed for successful academic writing and research at tertiary level. Emphasis is given to understanding and developing appropriate responses to assignments and assessments of various types through clear and critical thinking. In addition, students will receive instruction on how to find and appropriately reference information needed for research assignments. | | |
| **BTCS 201** | **Health & Lifestyle** | **15 credits @ Level 6** |
| This module is designed to provide an overview of Adventist health and lifestyle perspectives, rationale for these perspectives, and how these perspectives relate to the modern Pacific context. The perspectives will be applied to personal, workplace and community settings. | | |

**BTPR 301    Evangelism & Discipleship Practicum       5 weeks block practicum**
This practicum is designed to enable students to develop pastoral/evangelistic skills through involvement in a five-week practicum that focuses on evangelism and discipleship. The purpose of this placement is to expose students to the organisation and implementation, including the preparation and discipling follow-up, involved in the public presentation of the Seventh-day Adventist message.

## MODULE SYNOPSES: [THEOLOGY POSTGRADUATE]

| Module Code | Module | Level and Credit point |
|---|---|---|
| **BIBLICAL STUDIES** | | |
| **PPRS 402** | **Supervised Pastoral Education** | **30 credits @ Level 8** |
| This module is 300 hours of supervised pastoral education comprising the critical reflection on the practice of pastoral care and counselling in both congregational and education environments in a multi-faith Pacific context. | | |
| **PTBS 401** | **Biblical Hermeneutics** | **30 credits @ Level 8** |
| This module analyses representative approaches to biblical interpretations, ancient and modern, in terms of their underlying hermeneutical theories, and then applies that knowledge to the biblical exegesis specifically and in ministry generally. | | |
| **PIBS 402** | **Christian Origin in the books of Acts** | **30 credits @ Level 8** |
| This module exegetes the Acts narrative with reference to the original language highlighting the theological developments, discipling and growth of the early Church and its application to the Pacific Church of the 21st Century. | | |
| **PIBS 403** | **Spiritual Warfare in the Pauline Epistles** | **30 credits @ Level 8** |

| This module interprets the Pauline Epistles within the socio-cultural context of the 1st Century, focusing Christology, Soteriology and Ecclesiology on the theme of spiritual warfare and applying these principles to Pacific Island cultures in the 21st Century. | | |
|---|---|---|
| **PICS 401** | **Introduction to Research** | **30 credits @ Level 8** |
| This module introduces the students to research skills and includes developing ideas towards a research question. It includes the development of skills in reading and understanding. Students will have opportunities to write research papers in a format that is commonly recognized. This module will examine thesis statements, research methodology, data collection and research paper writing. | | |
| **PICS 402** | **Supervised Research Topics** | **30 credits @ Level 8** |
| This module allows students to focus on a research area of their choice under the supervision of a lecturer. | | |
| **PIPS 401** | **Biblical Theology of Church, Mission & Ministry** | **30 credits @ Level 8** |
| This module develops a biblical-theological context for the mission and ministry of the Church by analysing biblical models of the church, mission and ministry enabling students to evaluate which skills and qualities are necessary to lead a Pacific Christian community in fruitful ministry and mission. | | |
| **PIPS 402** | **Supervised Pastoral Education** | **30 credits @ Level 8** |
| This module is 300 hours of supervised pastoral education comprising the critical reflection on the practice of pastoral care and counselling in both congregational and education environments in a multi-faith Pacific context. | | |
| **PTTS 402** | **Issues in Seventh-day Adventist Eschatology** | **30 credits @ Level 8** |
| This module examines key aspects of Seventh-day Adventist eschatology with particular attention to the biblical rationale and methodological issues | | |
| **PTTS 401** | **Biblical Images of Adventist Identity** | **30 credits @ Level 8** |
| This module will examine the evolution of images of identity that transformed Millerites into Seventh-day Adventists and their continued development and use in reinforcing the identity of Seventh-day Adventist members and their involvement in the mission of the Church. | | |

**CERTIFICATE IN THEOLOGY: [INTENSIVE]**
The program is primarily designed to provide basic skills and training in pastoral ministry for church workers who are already functioning as pastors in the field. It provides a sequential series of studies in the biblical, theological and pastoral disciplines including the personal spiritual formation of the student. Graduates will have the ability to provide pastoral leadership and support to congregations in the Seventh-day Adventist Church. This certificate may provide a foundation for future studies in the area of theology if the students wish to upgrade their certificate to a diploma or bachelors

**GRADUATE PROFILE**

On the successful completion of the **Certificate in Theology**, the graduate will be able to:

| Components | Learning Outcomes |
|---|---|
| **Biblical Studies** | Engage in serious study of the Bible. |
| **Theological/Historical Studies** | Discuss Christianity with the help of primary and secondary sources. |
| | Sympathetically appraise the Seventh-day Adventist faith and demonstrate the responsibilities of having this faith. |
| **Pastoral Studies** | Demonstrate the basic skills required for satisfactory participation in Christian ministry in a cross-cultural, multi-faith society. |
| | Demonstrate appropriate pastoral responses to challenges in pastoral ministry. |
| **Complementary Studies** | Utilise basic research and appropriate communication skills in the successful completion and presentation of assessments in an ethical manner. |
| | Demonstrate an understanding of people, especially regarding the stages of development. |

**ENTRY REQUIREMENTS**

To enter the **Certificate in Theology**, see the 'Admission Criteria' and 'Advance Standing Requirements' policies above.

**CO-CURRICULAR COMPETENCIES**

To progress through the **Certificate in Theology** the student must demonstrate competency against the following standards:

| Literacy | Students will be required to pass the writing and reading skills module. |
|---|---|
| **Adventist Doctrine** | Students will demonstrate a competent knowledge of the major biblical teachings as understood by the Seventh-day Adventists. |

**GRADUATION REQUIREMENTS**

To graduate from the following awards, the student will need to complete and pass:

| Certificate in Theology | 48 credits at level 4 (by passing all 12 modules comprising this program). |
|---|---|

**PROGRAMME LISTING**

The following table are the **12 modules (48 credits)** required components in the **Certificate in Theology**.

| | | | CERTIFICATE IN THEOLOGY: [INTENSIVE] | | | |
|---|---|---|---|---|---|---|
| Level | Session | Credits | **Biblical Studies** | **Theological/ Historical Studies** | **Pastoral Studies** | **Complementary Studies** |
| 4 | | 48 | 25% | 25% | 33% | 17% |
| 4 | 1 | 16 | CTBS 001 Bible Survey | CTTS 001 Adventist Doctrine | CTPS 001 Mission & Culture | CTCS 001 Writing & Reading Skills |
| | 2 | 16 | CTBS 002 Gospels | CTTS 002 Ellen White & Adventist Heritage | CTPS 002 Homiletics | CTCS 002 Human Development & Pastoral Psychology |
| | 3 | 16 | CTBS 003 Biblical Apocalyptic | CTTS 003 Issues in Salvation | CTPS 003 Evangelism & Discipleship | CTPS 004 Pastoral Care |

**MODULE SYNOPSES**

| Module Code | Module | Level and Credit point |
|---|---|---|

| CTCS 001 | **Writing & Reading Skills** | **4 credits @ Level 4** |
|---|---|---|
| This module focuses on demonstrating and developing competence in a range of writing, reading and oral skills, especially in the English Language, that can support learning in higher education. | | |
| **CTCS 002** | **Human Development and Pastoral Psychology** | **4 credits @ Level 4** |
| This module is designed to provide insights into human development and its implications for pastoral ministry. | | |
| **CTBS 001** | **Bible Survey** | **4 credits @ Level 4** |
| This module is designed to provide an overview of the story line of Scripture, the literary divisions, literary structures, themes and symbols, settings and characters found in the Bible. | | |
| **CTBS 002** | **Gospels** | **4 credits @ Level 4** |
| This module studies the mission and the message of Jesus Christ as recorded in the Gospels. A survey of the religious, political and social backgrounds as well as the geographical setting of the Gospels | | |

will precede the study of the life, teachings, death and resurrection of Jesus in the context of the plan of redemption.

| CTPS 001 | Mission & Culture | 4 credits @ Level 4 |
|---|---|---|
| This module is designed to enable students to understand their own culture as well as provide cultural insights into ministry challenges, doing missions in various cultures and communicating in cross-cultural contexts | | |
| CTPS 002 | Homiletics | 4 credits @ Level 4 |
| This module is designed to equip students with the ability to prepare Bible-based, Christ-centred and practical sermons for their congregations. The module also includes the development of the skills of effective oral communication in preaching. | | |
| CTPS 003 | Evangelism & Discipleship | 4 credits @ Level 4 |
| This module is designed to provide a biblical overview of the principles and practice of evangelism, both as a mandate and a process.  Strategies, types of evangelism, decision-making, the preparation of candidates for baptism, and the integration of new members into the local church are also presented. | | |
| CTPS 004 | Pastoral Care | 4 credits @ Level 4 |
| This module is a study of the life and the role of the pastor in a local or multiple church setting with an emphasis on pastoral care. It includes a study of the various aspects of the *Minister's Handbook* covering special services such as child dedications, baptisms, communion services, youth and pre-marriage counselling, weddings, funerals, grief management and counselling/pastoral care for the congregation. | | |
| CTTS 001 | Adventist Doctrine | 4 credits @ Level 4 |
| This module is an introduction to the major biblical teachings as understood by Seventh-day Adventists from a Christ-centred approach.  The module also enables students to understand the relevance of doctrinal truth to the 21$^{st}$ century Christian. | | |
| CTTS 002 | Adventist Heritage & Ellen White | 4 credits @ Level 4 |
| This module studies the overview of the heritage and development of the beliefs, practices, and organization of the Seventh-day Adventist Church with special emphasis on the life and writings of Ellen G. White. | | |
| CTTS003 | Issues in Salvation | 4 credits @ Level 4 |
| This module is designed to provide an overview of the plan of salvation as presented in both the Old and New Testaments as a foundation for examining issues in soteriology that are currently present in the Seventh-day Adventist Community. | | |
| CTBS003 | Biblical Apocalyptic | 4 credits @ Level 4 |
| This module is designed to provide an overview of Biblical Apocalyptic, with a basic introduction the prophetic passages of Daniel and a fuller presentation of the book of Revelation. | | |

# CERTIFICATE IN FOUNDATION STUDIES

The program is primarily designed to prepare students for success in higher education. It provides studies in the areas of tertiary skills, religious and philosophical disciplines as well as studies that will enhance and increase knowledge and skills in students' chosen areas of interest (Business, Education or Theology). Graduates will possess knowledge and skills foundational to gaining higher education qualifications.

## GRADUATE PROFILE

The profile of an effective student stems from the three components of the program which consists of Tertiary Skills, Religious & Philosophical Studies and Complementary Studies.

On the successful completion of the **Certificate in Foundation Studies**, the student will be able to:

| Components | Learning Outcomes |
|---|---|
| **Tertiary Skills** | Consistently demonstrate effective study skills and habits throughout the curriculum. |
| | Effectively utilise literacy, research, communication and interpretive skills in the successful completion and presentation of a range of assessment types. |
| **Religious & Philosophical Studies** | Develop their personal spirituality<br>Apply Christian principles to a variety of life's issues. |
| **Specialist Studies** | Demonstrate an appropriate use of knowledge and skills that is foundational to gaining higher qualifications in their chosen areas of interest. |

## ENTRY REQUIREMENTS

To enter the Certificate in Foundation Studies, the applicant should meet any of the following requirements:

- 200+ in the Fijian School Leaving Certificate (FSLC) or equivalent.
- A score of 18 and below in the Yr. 12/Form 6 national exams or equivalent.
- Partial completion of a Form 7 course, or the equivalent.
- A pass in the Mature Age examination for those over the age of 22 in the year of entry.

## CO-CURRICULAR COMPETENCIES

To progress through the Certificate in Foundation Studies the student must demonstrate competency according to the following standards:

| Competencies | |
|---|---|
| **Computer Skills** | Students will demonstrate general knowledge of computing skills such as file management, word processing, spreadsheets and power point presentations. |
| **Literacy Skills** | Students will be required pass a competency test. |
| **Numeracy Skills** | Students will be required to pass a numeracy test. |

**Progression Requirements**

To progress from the Certificate in Foundation Studies, the student will need to complete:

| Certificate in Foundation Studies | 120 credits at Level 4 or higher with a minimum GPA of 2.0 to progress to a degree/diploma program. |
|---|---|

**PROGRAMME LISTING**
The following table outlines the normal sequence for the **1-year** (full-time) **Certificate in Foundation Studies**.

| CERTIFICATE IN FOUNDATION STUDIES [BUSINESS] | | | | | |
|---|---|---|---|---|---|
| Level | Credits | Sem. | **Tertiary Skills** | **Specialist Studies** | **Religious & Philosophical Studies** |
| 4 | 120 | | 38% | 50% | 12% |
| 4 | 60 | 1 | CFTS 001 English I / CFTS 002 Tertiary Skills | CFCS 005 Maths I | CFRS 001 Bible |
| | 60 | 2 | CFTS 003 English II | CFCS 001 Accounting / CFCS 004 Information Systems / CFCS 006 Maths II | |

| CERTIFICATTE IN FOUNDATION STUDIES [EDUCATION] | | | | | |
|---|---|---|---|---|---|
| | 120 | | **Tertiary Skills** | **Specialist Studies** | **Religious & Philosophical Studies** |
| 4 | 60 | 1 | CFTS 001 English I / CFTS 002 Tertiary Skills | CFCS 005 Maths I | CFRS 001 Bible |
| | 60 | 2 | CFTS 003 English II | CFCS 003 Environmental Studies / CFCS 002 Pacific History / CFCS 009 Sociology | |

| CERTIFICATE IN FOUNDATAION STUDIES [THEOLOGY] | | | | | |
|---|---|---|---|---|---|
| | 120 | | **Tertiary Skills** | **Specialist Studies** | **Religious & Philosophical Studies** |
| 4 | 60 | 1 | CFTS 001 English I / CFTS 002 Tertiary Skills | CFCS 008 Pastoral Life Skills | CFRS 001 Bible |
| | 60 | 2 | CFTS 003 English II | CFCS 002 Pacific History / CFCS 007 Pacific Christian History / CFCS 009 Sociology | |

**MODULE SYNOPSES**

| Module Code | Module | Level and Credit point |
|---|---|---|

| | | |
|---|---|---|
| CFTS 001 | ENGLISH I | 15 credits @ Level 4 |

This module is the first of a two-semester general education module. It provides opportunities for students to improve their English and develop the formal communication skills needed for tertiary study. The main focus is general writing competencies; formal writing in different genres; and the planning, preparation and presentation using a recognised referencing system of research essays based on secondary research. This is supported by an emphasis on clear and critical thinking. Opportunities will also be provided for students to develop reading, researching, listening and comprehension and public speaking skills.

| CFTS 002 | TERTIARY SKILLS | 15 credits @ Level 4 |
|---|---|---|

This module provides opportunities for students to either learn for the first time, or improve upon, a variety of skills and competencies that are necessary for coping successfully with tertiary study and assignments. The classes will begin with a short, intensive course on how to create and type assignments on the computer. Other focus areas are general study skills (especially time management); coping with written, researched and oral assignments; and test and exam preparation.

| CFTS 003 | ENGLISH II | 15 credits @ Level 4 |
|---|---|---|

This module provides further opportunities for students to improve their English grammar and communication competencies needed for success at tertiary level. It reinforces how to plan and write a research essay. It also provides students with a variety of opportunities to develop and exercise critical thinking skills in relation to spoken and written material.

| CFCS 001 | ACCOUNTING | 15 credits @ Level 4 |
|---|---|---|

This module provides an introductory knowledge of accounting to students from a range of disciplines. A sound understanding of the accounting fundamentals as they apply within the business environment is provided for students to develop the necessary competencies for entry into any business program.

| CFCS 002 | PACIFIC HISTORY | 15 credits @ Level 4 |
|---|---|---|

This module aims to give students a sound introduction to Pacific history from the time of the early imperialism of the Pacific and experiences of colonialism under different colonial powers. It focuses on the period of colonialism before the World War II, the post-war rise of independence movements, post-independence instability and neo-colonialism. This module also utilizes a critical approach to historical sources by exposing students to a variety of types of historical data and their varying interpretations.

| CFCS 003 | ENVIRONMENTAL STUDIES | 15 credits @ Level 4 |
|---|---|---|

This module is based on environmental concerns. It supports the concept of stewardship of the environment by emphasising how humans may impact biodiversity and ecosystems in positive and negative ways. Students will study disaster mitigation and adaption to climate change at the local, national or regional and global levels. Opportunities are provided for students to do both primary and secondary research, and to develop data interpretation skills.

| CFCS 004 | INFORMATION SYSTEMS | 15 credits @ Level 4 |
|---|---|---|

This module introduces students to the integration of information technology and information systems to create competitive advantages. Information technology and systems are critical for every organisation in a wide range of sectors. Today, information technology and systems are used by organisations for communication, supporting customers and business functions ranging from marketing, human resources, accounting, and finance. Students will learn the role of information technology and systems in practice, and how these can be leveraged to create and sustain competitive advantages. Practical skills in online collaboration tools and business systems development will also be gained.

| CFCS 005 | MATHS I | 15 credits @ Level 4 |
|---|---|---|

This module is the first of a two-semester general business or education modules. It has been designed for students intending to pursue primary education or business qualifications. It aims to equip students with the necessary mathematical concepts and skills they need for their intended career. It will enhance students' confidence in the use of basic mathematical methods and promote meaningful learning.

| CFCS 006 | MATHS II | 15 credits @ Level 4 |
|---|---|---|

This module aims to further enhance the mathematical knowledge and skills of students intending to pursue primary education or business qualifications. It is designed to prepare them for their intended career. It will also enhance students' confidence in the use of basic mathematical methods and promote meaningful learning.

| CFCS 007 | PACIFIC CHRISTIAN HISTORY | 15 credits @ Level 4 |
|---|---|---|

This module will equip students with a comprehensive knowledge of the major biblical teachings as understood by Seventh-day Adventists and will reveal Jesus as the centre of all doctrines. The focus of this module is to enable students to present these doctrines from a Christ-centred approach in the context of man's ultimate destiny in Jesus. The module should also enable students to understand the relevance of doctrine to the 21st century Christian.

| CFCS 008 | PASTORAL LIFE SKILLS | 15 credits @ Level 4 |
|---|---|---|

The entry of Christian missions in the South Pacific region is evaluated from a historical, sociological, and theological perspective. The approaches used by the first European missionaries, Catholic mission, and London Missionary Society, who first entered the Pacific waters, will be studied. This will then permit a comparison with the methods applied by other missions, who came later, such as Anglicans, South Seas Evangelicals, Seventh day Adventist Church and other newly developed Christian movements.

| CFCS 009 | SOCIOLOGY | 15 credits @ Level 4 |
|---|---|---|

This module introduces students to sociology. It examines the social world from the perspective of sociological theories. It also examines how the internet and global culture influence relationships in local cultures. Opportunities will be provided for students to identify causes of social change and social behaviour. Students will also learn how gender differences are a part of our social structure and create inequalities between men and women. The Bible and selected writings of Ellen G. White will also be explored for insights on gender inequalities.

| CFRS 001 | BIBLE | 15 credits @ Level 4 |
|---|---|---|

This module is an introduction to the Bible, tracing the major themes and people as they interacted with God's salvific history. It is designed to strengthen students' belief that God exists, that He loves us with an incredible love, provides hope, and that He has spoken and continues to speak to us in the Bible, His written word.

# DOCUMENT REVIEW DATES

1. February 2022
2. April 2023
3. February 2024 (ongoing to include Master of Arts in Ministry programme after IBMTE's approval; to include BEd [Secondary] April 2024)