

FULTON ADVENTIST UNIVERSITY COLLEGE



Summer School Handbook

Academic Year 2022-2023

IMPORTANT NOTICE

The information contained in this document is correct at the time of publishing however, Fulton Adventist University College reserves the right to review and amend the policies, regulations, programs, modules and other contents in this document in accordance with the academic processes at any time.

This document was produced by the Fulton Adventist University College Education Course Board and Academic Committee.

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SUMMER ACADEMIC CALENDAR

2022 DATES	
Jan 2	<ul style="list-style-type: none">- Online Registration for cohort 1 and cohort 2 (Primary)- 60% of fees deposit required (See fee structure)
Jan 3 – 6	<ul style="list-style-type: none">- Face to face classes commence (See timetable – Primary)
Jan 14	<ul style="list-style-type: none">- Last day to withdraw without penalties
August 31	<ul style="list-style-type: none">- Submission of all PORTFOLIOS (Cohort 1, Cohort 2) (Primary)- *Progress/Graduation is dependent upon submissions.
November 19	<ul style="list-style-type: none">- Graduation

INTRODUCTION

Welcome to the Fulton Adventist University College (FAUC), Bachelor of Education (Primary) upgrade program. We hope you enjoy your academic journey with us.

Our Vision

To be a tertiary institution whose graduates demonstrate Christian values in their personal and professional lives.

Our Mission

To empower graduates through quality Adventist Higher Education for dedicated service to the South Pacific community.

Our Values

FAUC values growing spiritually, mentally, socially and physically through:

A vibrant relationship with God

An openness to explore, think creatively, innovate and apply

Academic honesty and excellence

Respect, honor and value diversity in all relationships

Creating a positive and holistic learning environment for students

Living a healthy lifestyle through diet, work, rest and abstinence
Selfless and responsible service

Our Philosophy

It is Fulton Adventist University College's intention to provide an education program that embraces a holistic approach to true education for the training of the whole person. Intellectually, the program will impart relevant, current knowledge so that students develop the mental capacity to think critically and analytically and not be mere reflectors of others' thoughts. Physically, education is intended to involve students in work programs and creative activities through physical work to enhance their physical wellbeing. Socially, the program will help students improve their ability to interact with others and be more able to create and maintain healthy relationships. Spiritually, FAUC aspires to helping students develop faith, which contributes to the restoration of the whole person being in harmony with God's ideal. The program will help build character and values which are based on the revelation of God both in scripture and nature.

Our Guiding Principles

In their work as Christian educators, the faculty and staff of FAUC 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

Quality Assurance

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

Internal

Other regular quality assurance processes involve:

- internal moderation of examinations and assessment by lecturers in the department
- external moderation of examinations and assessments by External Moderators (academics of regional institutions) who report to the internal Examination Board
- student feedback surveys of the teaching and learning experience.

External

FAUC's Education qualifications are accredited by the following bodies:

- Fiji Higher Education Commission (FHEC)
- The South Pacific Association of Theological Schools (SPATS)
- Adventist Accreditation Association of the Seventh Day Adventists Schools, Colleges and Universities (AAA)

Participation by the institution in this mutual review process also serves the purpose of assuring Adventist international constituencies that FAUC meets internationally established standards and criteria for academic excellence.

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BACHELOR OF EDUCATION (Primary)

COHORT 1

Session 1 Modules	Duration/Days/Times	Level	Lecturer
BPES 301 Assessment in Education	Week 1 (Intensive) Commences: January 3 rd – 6 th - 2023 8.00 am – 4.00 pm	7	Ryan Whippy
BPES 302 Inclusive Education	Week 2 (Intensive) Commences: January 9 th – 13 th 2023 8.00 am – 4.00 pm	7	Lusiana Leitabu
BPES 303 Educational Leadership & Counselling	Week 3 Commences: January 16 th – 20 th 2023 8.00 am – 4.00 pm	7	Josevata Sumo
BPUS 301 Curriculum Mathematics (Upper)	Portfolio due: 31 st August, 2023	7	TBA

**There will be no progress to Cohort 2 without the completion of the BPUS 301 portfolio.*

COHORT 2

Session 2 Modules	Duration/Days/Times	Level	Lecturer
BPRS 301 Ethics, Morals and Values	Week 1 Commences: January 2 nd – 6 th 2023 8.00 am – 4.00 pm	7	Asipeli Seu
BPCS 301 Action Research	Week 2 Commences: January 9 th – 13 th 2023 8.00 am - 4.00 pm	7	Dr. Rejeli Liligeto
BPES 304 Classroom Management	Week 3 Commences: January 16 th – 20 th 2023 8.00 am – 4.00 pm	7	Akanisi Lanyon
BPUS 302 Curriculum Science & Social Science (Upper)	Portfolio due 31 st August, 2023	7	J. Sumo

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MODULE SYNOPSES

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 analyze 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 Inclusive Education

15 credits @ Level 7

This module will examine inclusive pedagogy relevant to catering for special needs children. It will provide learners with the necessary knowledge and skills to cope in an inclusive classroom situation. Learners 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 303 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 counseling strategies will be helpful in 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.

BPUS 301 Curriculum Mathematics for Upper Primary (Portfolio)**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.

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, 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 modeled in the Pacific primary context.

BPCS 301 Action Research**15 credits @ Level 7**

This module introduces students to the usefulness of primary research to education. 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.

BPES 301 Classroom Management & Teacher Effectiveness**15 credits @ Level 7**

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 impact of various rules and routines to create a positive learning environment, and to 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.

BPUS 303 Curriculum Science Upper (Portfolio)**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 necessary 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 founded on a Christian worldview.

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PRIMARY EDUCATION MODULE LECTURERS

LECTURER	MODULE	QUALIFICATION	CONTACT
Dr. Rejeli Liligeto	<i>Educational Leadership & Counseling</i>	PhD, USP, Fiji.	rliligeto@fulton.ac.fj
Ryan Whippy	<i>Assessment in Education</i>	MEd, USP, Fiji	
Lusiana Leitabu	<i>Inclusive Education</i>	MEd, Avondale College, Aust.	lleitabu@fulton.ac.fj
Josevata Sumo	<i>Ed. Leadership & Principles of Counselling</i>	MEd, USP, Fiji.	jsumo@fulton.ac.fj
	<i>Curriculum Science & Social Science (Upper)</i>		
Akanisi Lanyon	<i>Classroom Management</i>	MEd, USP, Fiji.	atabore@fulton.ac.fj
Asipeli Seu	<i>Ethics, Morals & Values</i>	MEd, Avondale College, Aust.	akauyaca@fulton.ac.fj

PRIMARY EDUCATION TIMETABLE

*Class times are consistent from Week 1 – Week 3, commencing January 3, 2023.

WEEK-DAYS	COHORT 1	COHORT 2
Mondays - Fridays	8.00 am – 4.00 pm	8 am – 4.00 pm

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STUDENT INFORMATION

Attendance Requirements

Students are expected to attend all scheduled classes. Attendance records will be kept. A minimum of 80% attendance is required for each module, 90% if a student is on academic probation.

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

If a student's absenteeism exceeds 20% of a module, the Course Board in which the module is taught may require the student to withdraw from the module receiving an F grade. The normal withdrawal policies apply. Only under special circumstances is consideration given to a student if he/she submits evidence (medical certificate etc.) to justify his/her absence up to a maximum of 33%

Academic Honesty

Plagiarism (an excerpt from the Academic Bulletin)

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 according to the APA rules. In addition, all sources used in an essay or assignment should be listed, in a reference list on a separate page under the heading **References**.

Any of the following counts as plagiarism, unless there is a full acknowledgement of the debt to the original source:

- a) 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.
- b) Paraphrasing another person's work closely, with minor changes in language, but with the essential meaning, form and/or progression of ideas maintained.
- c) Piecing together sections of the work of others into a new whole.
- d) Submitting one's own work when it has already been submitted for assessment purposes in another subject.
- e) Producing assignments in conjunction with another person when independent work is required. (See the Writing and Research Skills Manual.)

It is a particularly serious offence to take what another person has written and present it as one's own. Depending on the nature and extent of the offence, penalties for plagiarism may include the loss of all the marks for an assignment, or failure in the module to which the plagiarized assignment belongs. A subsequent offence may result in a student being asked to withdraw from the module.

FAUC therefore, takes a firm line on all forms of academic dishonesty, including cheating and plagiarism. When any form of academic dishonesty is suspected, the lecturer will discuss the matter with the student then, present the details to the Head of Department for that subject. When deciding to proceed on a matter of plagiarism, the HOD will consult the student's file and then decide whether to take the matter further. If academic dishonesty is established, the department has the following options:

- a) To require the student to undertake additional assessment in that subject
- b) To return a mark of zero for the assessment task involved
- c) To return an F "Fail" grade for the subject.

In all cases the matter needs to be reported to the Academic Board. In any case, where a penalty is applied, the Head of the Department will send written notification of the details of the case and of the penalty applied to the student. The HOD will also forward a copy to the Academic Registrar, who will maintain a record of the incident in the student's file.

FAUC recognises 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.
- The lecturer will view the 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.

CRITERIA FOR DETERMINING PENALTIES

The following five criteria will be used to determine the penalty for instances of plagiarism. Points will be awarded in the 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%.**

A. Previous Occurrences		Points
1 st Time		100
2 nd Time		150
3 rd + Time		200
B. Amount/extent		Points
Below 15%	The plagiarism is 3% or more from one or more individual sources	80
	OR As above, but with *critical aspects plagiarised	105
15-29%	The plagiarism is 3% or more from one or more individual sources	105
	OR As above, but with *critical aspects plagiarised	130
30-49%	The plagiarism is 3% or more from one or more individual sources	130
	OR As above, but with *critical aspects plagiarised	160
50% +	The plagiarism is 3% or more from one or more individual sources	160
100%	Whole assignment plagiarised	225
C. Level		Points
4	Foundation	50
5	Year 1	70
6	Year 2	115

7	Year 3	140
8	Postgraduate	165
D. Value of Assignment		Points
Standard	a research paper	30
Large	a report worth 50% of the grade	60
A final year dissertation		
E. Additional Characteristics		Points
Evidence of a deliberate attempt to disguise plagiarism e.g.:		40
- Just a few words are changed		
- References are slightly altered		

PENALTIES

Summative Work

Penalties will be awarded as outlined below.

1. A formal warning will always be given.
2. Warnings will be recorded in students' 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 Assignment awarded 0% - resubmission required, with no penalty on mark
330 - 379	Assignment awarded 0% - resubmission required, with no penalty on mark 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 Assignment awarded 0% - but no opportunity to resubmit
480 - 524	Assignment awarded 0% - but no opportunity to resubmit Module awarded 0% - a repeat is required Module awarded 0% - no 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 a merit) Qualification reduced (e.g. Honours to no honours) Expelled from institution, but credits retained Expelled from institution, but credits withdrawn
560 +	Module awarded 0% - no opportunity to repeat, and credit lost Award classification reduced Qualification reduced Expelled from institution, but credits retained Expelled from institution, but credits withdrawn

RESUBMISSION OF AN ASSIGNMENT

The module for a resubmitted assignment that has a high plagiarism rate, will be awarded an F grade and the module will be repeated.

Formative work

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

All assignments must contain the following intellectual property 'assignment declaration statement':

I certify that this assignment is my own work and is free from plagiarism. I understand that the assignment may be checked for plagiarism by electronic or other means. The assignment has not previously been submitted for assessment in any other subject or institution. I have read and understood FAUC's plagiarism policy.

Name..... Date of submission:

Signature.....

Assignment Cover Sheets and Plagiarism Statement

The plagiarism statement has been placed on each Assignment Cover Sheet. You need to sign this statement when you fill out the other sections of the assignment cover sheet. ([See page 25](#))

Submission of Assignments

All assignments must go through TEAMS using your college email address which is issued to you in your Offer Letter. All assignments must have the official assignment cover page ([see page 25](#)) Assignments that are sent directly to the lecturer will not be accepted. All assignments are to be a student's own work. Where necessary, the printing of the assignments will be the responsibility of the institution. By submitting assignments to *Turnitin via Teams* students are asserting that the assignments are:

- a. demonstrating the principles of academic honesty and
- b. the work submitted is their own work.

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** immediately with any supporting documentation. Extensions for missed assessment tasks are at the discretion of the lecturer.

Late submission of assignments

- The Education Department Course Board has **VOTED** that any assignment submitted **after the given deadline but by or before** the 30th of August will incur a penalty of 10%.
- Further, any student who submits assignments **AFTER** the end of August may/will **NOT** be accepted to enroll for the next summer session this year. (Please note well). So, everyone is given a final opportunity to complete all assignments before the end of August (the same year). One of two things will then happen:
 1. *Either* - he/she continues the second session if all assignments are completed to a passing standard.
 2. *Or* - he/she fails the module and has to repeat it as assignments are still pending.

Writing Manual

An electronic copy is available from the module lecturer. It contains all the requirements for academic writing (style and presentation), as well as many helpful suggestions for improving the quality of one's writing. These requirements must be followed in the writing of academic assignments. Sources should be referenced in the APA in-text referencing style (edition 7). In addition, all sources used in an essay or assignment should be listed in an end reference. There is a section in the Manual that explains how to write in-text references and end references with many examples. The APA style is also available on the internet.

ACADEMIC

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
85+%	A+ Distinction	4.00	Work that is characterized by ALL of the following criteria: FOCUS - Acute and relevant focus on the task set BREADTH - Excellent awareness of wider philosophical dimensions of subject READING - wide and thorough reading CRITICAL THINKING - analytical and critical appreciation ANALYSIS - subtle and perceptive analysis PROBLEM SOLVING - ability to understand and solve problems ARGUMENT - cogent and structured argument ORIGINALITY - subtlety and or originality EXPRESSION - fluent writing and clarity of expression PRESENTATION - presentation to a high scholarly standard REFERENCING - an argument which is fully documented and well referenced
80-84%	A Distinction	3.67	Work that is characterised by MOST of the following criteria: FOCUS - Acute and relevant focus on the task set BREADTH - Excellent awareness of wider philosophical dimensions of subject READING - wide and thorough reading CRITICAL THINKING - analytical and critical appreciation ANALYSIS - subtle and perceptive analysis PROBLEM SOLVING - ability to understand and solve problems ARGUMENT - cogent and structured argument ORIGINALITY - subtlety and or originality EXPRESSION - fluent writing and clarity of expression PRESENTATION - presentation to a high scholarly standard REFERENCING - an argument which is fully documented and well
75-79%	B+ Merit	3.33	Work that is characterised by ALL of the following criteria: FOCUS - Sound focus on task set BREADTH - sound awareness of wider philosophical dimensions of subject READING - thorough reading and preparation CRITICAL THINKING - some critical thinking ANALYSIS - thoughtful analysis PROBLEM SOLVING - ability to understand and solve problems ARGUMENT - well developed and structure argument ORIGINALITY - some original thinking EXPRESSION - coherent writing PRESENTATION - clear and careful presentation REFERENCING - well documented and referenced.

70-74%	B Merit	3.00	Work that is characterised by MOST of the following criteria: FOCUS - Sound focus on task set BREADTH - sound awareness of wider philosophical dimensions of subject READING - thorough reading and preparation CRITICAL THINKING - some critical thinking ANALYSIS - thoughtful analysis PROBLEM SOLVING - ability to understand and solve problems ARGUMENT - well developed and structure argument
			ORIGINALITY - some original thinking EXPRESSION - coherent writing PRESENTATION - clear and careful presentation REFERENCING - well documented and referenced
65-69%	B-	2.67	Work that is characterised by ALL of the following criteria: FOCUS - Focus on the task set BREADTH - some awareness of wider philosophical dimensions of subject READING - range of reading CRITICAL THINKING - limited critical thinking ANALYSIS - measure of analysis PROBLEM SOLVING - adequate ability to identify and solve problems ARGUMENT - solid level of argument, though not always relevant ORIGINALITY - some attempt at original thinking EXPRESSION - satisfactory written style PRESENTATION - sound presentation REFERENCING - with limited use of examples or references
60 -64%	C+	2.33	Work that is characterised by MOST of the following criteria: FOCUS - Focus on the task set BREADTH - some awareness of wider philosophical dimensions of subject READING - range of reading CRITICAL THINKING - limited critical thinking ANALYSIS - measure of analysis PROBLEM SOLVING - adequate ability to identify and solve problems ARGUMENT - solid level of argument, though not always relevant ORIGINALITY - some attempt at original thinking EXPRESSION - satisfactory written style PRESENTATION - sound presentation REFERENCING - with limited use of examples or references
50-59%	C	2.00	Work that is characterised by ALL of the following criteria: FOCUS - discernable focus on the task set BREADTH - no or hardly any awareness of wider philosophical dimensions of the subject READING - limited range of reading CRITICAL THINKING - no or hardly any critical thinking ANALYSIS - descriptive work PROBLEM SOLVING - some attempt at identifying and solving problems ARGUMENT - an argument which lacks structure and/or relevance ORIGINALITY - no or hardly any original thinking EXPRESSION - need for attention to writing PRESENTATION - need for attention to presentation REFERENCING - some references and examples

45-49%	D	1.67	Work that is characterised by MOST of the following criteria: FOCUS - discernable focus on the task set BREADTH - no or hardly any awareness of wider philosophical dimensions of the subject READING - limited range of reading CRITICAL THINKING - no or hardly any critical thinking ANALYSIS - descriptive work PROBLEM SOLVING - some attempt at identifying and solving problems ARGUMENT - an argument which lacks structure and/or relevance ORIGINALITY - no or hardly any original thinking EXPRESSION - need for attention to writing PRESENTATION - need for attention to presentation REFERENCING - some references and examples
0-44%	F	0	Unacceptable and unsatisfactory work characterised by the following: FOCUS - little or no focus on the task set which may be extremely brief BREADTH - poor knowledge and understanding of the subject READING - insufficient reading CRITICAL THINKING - no or hardly any critical thinking ANALYSIS - descriptive work PROBLEM SOLVING - lack of ability to identify and solve problems ARGUMENT - no or hardly any argument ORIGINALITY - no or hardly any original thinking
			PRESENTATION - poor presentation EXPRESSION - poor expression making the answer barely intelligible REFERENCING - no or hardly any references or examples

Grading Process

The following process applies to the grading of all assessments.

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 Moderator (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.

EXTERNAL MODERATION

Samples of all graded assessments at the level of the award are externally moderated by an External Examiner appointed by FAUC. These examiners are usually experienced academics from another institution. They are appointed for a four-year term and replaced at the end of their term. These Examiners review the assessments and express an opinion on the standard of the work.

EXAMINATION BOARDS

The Examination Board, consisting of the faculty members of the department, teaching faculty in any module taught for the department and an External Examiner appointed by the Academic Board, receives the report of the External Examiner and confirms the grades. Special attention to any marginal grades. The overall performance of each student is also reviewed and recommendations made to the Academic Committee.

STUDENT TRANSCRIPTS

Grades confirmed by the Examination Board and endorsed by the Academic Committee are then processed by the Academic Registry. Students receive a transcript of their results. No transcripts will be issued where fees are still outstanding. The College reserves the right to release transcripts to a student's sponsor(s), parents and to potential employers.

Special Circumstances

AEGROTAT, COMPASSIONATE, AND RESTRICTED PASS

If a student misses a final exam because of illness or unexpected personal misfortune, they may apply to the Academic Registrar for an **Aegrotat Pass**. An application form must be submitted in writing and with supporting documentation within twenty-four 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.

Notional Load for a Module

Level 5 Certificate	Level 6 Diploma	Level 7 Degree
Credits Per Module		
15 credits	15 credits	15 credits
Hours of Notional Learning (10 hours per credit)		
150 hours per module	150 hours per module	150 hours per module
Structured Learning: Lectures and Tutorials etc.		
30 hours per week 30 hours per module	30 hours per week 30 hours per module	30 hours per week 30 hours per module
Unstructured Learning: Researching, Writing, Studying, Discussions with Lecturers etc.		
6-7 hours per week	6-7 hours per week	6-7 hours per week
Assessment Word Count: including examination		
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
Examination		

Notionally 500 words per hour	Notionally 750 words per hour	Notionally 1,000 words per hour

OTHER SERVICES

Library Services:

Access to the College Library services will be available through the FAUC Moodle page (moodle.fulton.ac.fj). Enter your student username and password found in your Offer Letter. On the Moodle page and you will find Proquest – the subscribed database for the College which contains journals and other quality resources for research purposes.

For Library/ProQuest/research enquiries contact:

Librarian Frances

Chute

fchute@fulton.ac.fj

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FEE STRUCTURE

Fee Details	Cost (\$FJD)
Registration Fee	75.00
Per Module	700.00
Per Portfolio	350.00
Boarding Fee per week	230.00
Graduation Fee	100.00
Graduation regalia hire	285.00

ESTIMATED COST COHORT 1

Details	Cost (\$FJD)
Registration Fee	75
Module x 3	2100
Portfolio x 1	350
Boarding fee x 3 weeks	690
Total	\$3,215.00

ESTIMATED COST COHORT 2

Details	Cost (\$FJD)
Registration Fee	75
Module x 3	2100
Portfolio x 1	350
Boarding fee x 3 weeks	690
Graduation Fee	100
Graduation Regalia hire	285
Total	\$3,600.00

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CONTACT INFORMATION

For **all general and administrative enquiries** (including module materials, assignment postings, assignment extensions and summer school block information) relating to any module, please contact:

Bachelor of Education - Primary

Casper Hillary

Summer School Course Coordinator

Phone: 9993118 ext. 123

Address:

Fulton Adventist University College

Private Mail Bag

Nadi Airport,

Fiji Islands

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