

**FULTON ADVENTIST UNIVERSITY
COLLEGE**



Summer School Handbook

Academic Year 2021-2022

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 – 3	<ul style="list-style-type: none">- Online Registration for bridging, cohort 1 and cohort 2 (Primary & ECE)- 60% of fees deposit required (See fee structure)
Jan 3 – 4	<ul style="list-style-type: none">- Online classes commence (See timetable – Pri) (See timetable – ECE)
Jan 14	<ul style="list-style-type: none">- Last day to withdraw without penalties
March 11	<ul style="list-style-type: none">- Last day of online classes
August 31	<ul style="list-style-type: none">- Submission of all PORTFOLIOS (Bridging, Cohort 1, Cohort 2) (Pri & ECE)- *Progress/Graduation is dependent upon submissions.
November 27	<ul style="list-style-type: none">- Graduation (To be confirmed)

INTRODUCTION

Welcome to the Fulton Adventist University College (FAUC), Bachelor of Education (Primary) and Bachelor of Education (Early Childhood Education) upgrade program. Amid the pandemic and as we adjust to the new normal, 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)

BRIDGING 2022

Bridging Modules	Duration/Days/Times	Level	Lecturer
BPCS 101 Academic Writing & Research & Computing Skills	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	5	N. Manuca & K. Sukanabulisau
*BPUS 201 Curriculum Language & Literacy (Lower)	Portfolio due: 31 August, 2022	6	A. Lanyon
*BPUS 202 Curriculum Mathematics (Lower)	Portfolio due: 31 August, 2022	6	A. Seu

**There will be no progress to Cohort 1 without the completion of the Curriculum Literacy and Math portfolios.*

COHORT 1

Session 1 Modules	Duration/Days/Times	Level	Lecturer
BPES 202 Inclusive Education	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	7	L.Leitabu
BPES 301 Assessment in Education	10 weeks coverage Commences: January 5, 2022 Wednesdays from 4.00pm – 7.00pm	7	C. Hillary & A. Lanyon
BPES 302 Educational Leadership & Counselling	10 weeks coverage Commences: January 6, 2022 Thursdays from 4.00pm – 7.00pm	7	C. Hillary
BPUS 302 Curriculum Mathematics (Upper)	Portfolio due: 31 st August, 2022	6	A. Seu

COHORT 2

Session 2 Modules	Duration/Days/Times	Level	Lecturer
BPES 302 Principles of Counselling	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	7	J. Sumo
BPRS 301 Ethics, Morals and Values	10 weeks coverage Commences: January 5, 2022 Wednesdays from 4.00pm – 7.00pm	7	A. Seu
BPES 303 Classroom Management	10 weeks coverage Commences: January 6, 2022 Thursdays from 4.00pm – 7.00pm	7	A. Lanyon
BPUS 303 Curriculum Science & Social Science (Upper)	Portfolio due 31 st August, 2022	7	J. Sumo

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BACHELOR OF EDUCATION (Early Childhood Education)

BRIDGING 2022

Bridging Modules	Duration/Days/Times	Level	Lecturer
BECS 101 Academic Writing & Research & Computing Skills	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	5	N. Manuca & K. Sukanabulisau
BEES 101 Introduction to Early Childhood Education & Care	10 weeks coverage Commences: January 6, 2022 Thursdays from 4.00pm – 7.00pm	5	M. Komaitai
*BEUS 101 Creativity, Art, Music & Movement	Portfolio 1 due: 31 August, 2022	5	T. Nayaca
*BEUS 102 Play & Pedagogy	Portfolio 2 due: 31 August, 2022	5	M. Komaitai

**There will be no progress to Cohort 1 without the completion of the BEUS 101 & BEUS 102 portfolios.*

COHORT 1

Session 1 Modules	Duration/Days/Times	Level	Lecturer
BEUS 202 Curriculum Development in ECEC	10 weeks coverage Commences: January 3, 2022 Mondays from 4.00pm – 7.00pm	6	T. Nayaca
BEES 305 Health, Safety & Nutrition in Young Children	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	7	M. Komaitai
BEUS 201 Language & Literacy in Young Children	10 weeks coverage Commences: January 5, 2022 Wednesdays from 4.00pm – 7.00pm	6	T. Nayaca
BEUS 203 Maths, Science & Technology in ECEC	Portfolio due: 31 st August, 2022	6	M. Komaitai

COHORT 2

Session 2 Modules	Duration/Days/Times	Level	Lecturer
BEES 306 Effective Leadership & Management in ECEC	10 weeks coverage Commences: January 3, 2022 Mondays from 4.00pm – 7.00pm	7	M. Komaitai
BEES 302 Social & Emotional Development and Mental Health in Early Childhood	10 weeks coverage Commences: January 4, 2022 Tuesdays from 4.00pm – 7.00pm	7	T. Nayaca
BPRS 301 Ethics, Morals and Values	10 weeks coverage Commences: January 5, 2022 Wednesdays from 4.00pm – 7.00pm	7	A.Seu
BEES 301 Responsive Programming for Infants & Toddlers	Portfolio due: 31 st August, 2022	7	T. Nayaca

MODULE SYNOPSES

BPCS 101/BECS 101 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 analyze questionnaires for assignments.

BPUS 201 Curriculum Language and Literacy 1 (Portfolio)

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 (Portfolio)

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.

BPES 202 Inclusive Education

15 credits @ Level 6

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 201 Assessment in Education

15 credits @ Level 6

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 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.

BPES 302 Educational Administration & Leadership **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 303 Principles of Counseling **15 credits @ Level 7**

This module examines the basic principles of counseling, with the emphasis on working with children. The purpose is to provide teachers with an understanding of the counseling 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 counseling strategies that will be helpful in a variety of contexts.

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.

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.

BPUS 302 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.

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.

BEUS 101 Creativity, Art, Craft, Music and Movement in ECEC (Portfolio) 15 credits @ Level 5

This module offers an opportunity for students to explore creativity and the importance of creative arts, music and movement. Students will acquire knowledge and understanding of cultural diversity through the arts and creating of arts, music and movement. The module will include theories that relate to ECEC creative development. Students will be given opportunities to develop various skills in planning creativity across the curriculum and how to effectively integrate art, craft, music and movement into various learning areas. Students will acquire skills in using readily available materials to develop cultural art, craft and music and movement.

BEUS 102 Play and Pedagogy (Portfolio) 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.

BEES 101 Introduction to Early Childhood Education and Care 15 credits @ Level 5

The module introduces students to the importance of learning in the 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 and how an ECEC centre should be designed.

BEUS 201 Language and Literacy for Young Children 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 ECE classroom. It will also examine theoretical perspectives on language and literacy development. The role of ECE 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 and understanding.

BEUS 202 Curriculum Development in Early Childhood 15 credits @ Level 6

This module extends the students' knowledge of the development of early childhood curriculum and its key components. It also examines appropriate approaches to programme planning. Students will develop an ability to use effective observation and assessment strategies in relation to the ECE curriculum, experiences and environment that support children's development and learning.

BEUS 203 Maths, Science and Technology in Early Childhood (Portfolio) 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

BEES 301 Responsive Program for Infants and Toddlers (Portfolio) 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 and Emotional Development and Mental Health in Young Children

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 305 Health, Safety and Nutrition for Young 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 Early Childhood Education

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.

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PRIMARY EDUCATION MODULE LECTURERS

LECTURER	MODULE	QUALIFICATION	CONTACT
Nellie Manuca & Kelera Suka	<i>Academic Research, Writing & Computing Skills</i>	BBus (IS), Massey University, NZ. MEd, USP, Fiji.	nmanuca@fulton.ac.fj ksuka@fulton.ac.fj
Casper Hillary	<i>Educational Leadership & Counseling</i>	Med, Deakin University, Aust.	cmeiya@fulton.ac.fj
Casper Hillary & Akanisi Lanyon	<i>Assessment in Education</i>	Med, Deakin University, Aust. MEd, USP, Fiji.	cmeiya@fulton.ac.fj atabore@fulton.ac.fj
Lusiana Leitabu	<i>Inclusive Education</i>	Med, Avondale College, Aust.	lleitabu@fulton.ac.fj
Josevata Sumo	<i>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
	<i>Curriculum Language & Literacy</i>		
Asipeli Seu	<i>Ethics, Morals & Values</i>	MEd, Avondale College, Aust.	akauyaca@fulton.ac.fj
	<i>Curriculum Mathematics (Lower)</i>		
	<i>Curriculum Mathematics (Upper)</i>		

PRIMARY EDUCATION TIMETABLE

*Class times are consistent from Week 1 – Week 10, commencing January 4, 2022.

WEEKDAYS	BRIDGING	COHORT 1	COHORT 2
Monday			
Tuesday	4pm – 7pm Academic Writing & Research & Computing Skills (K. Sukanabulisau & N. Manuca)	4pm – 7pm Inclusive Education (L. Leitabu)	4pm – 7pm Principles of Counselling (J. Sumo)
Wednesday		4pm – 7pm Assessment in Education (C. Hillary & A. Lanyon)	4pm – 7pm Ethics, Morals and Values (A. Seu)
Thursday		4pm – 7pm Educational Leadership & Counselling (C. Hillary)	4pm – 7pm Classroom Management (A. Lanyon)

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EARLY CHILDHOOD EDUCATION MODULE LECTURERS

LECTURER	MODULE	QUALIFICATION	CONTACT
Nellie Manuca & Kelera Suka	<i>Academic Research, Writing & Computing Skills</i>	BBus (IS), Massey University, NZ. MEd, USP, Fiji.	nmanuca@fulton.ac.fj ksuka@fulton.ac.fj
Martha Komaitai	<i>Introduction to Early Childhood Education & Care</i>	BECE, PGDipEd USP, Fiji; MEd (In progress) USP, Fiji	mkomaitai@fulton.ac.fj
	<i>Health, Safety & Nutrition in Young Children</i>		
	<i>Effective Leadership & Management in ECEC</i>		
Teupola Nayaca	<i>Curriculum Development in ECEC</i>	BECE, PGDipEd USP, Fiji; MEd (In progress) USP, Fiji	tnayaca@fulton.ac.fj
	<i>Language & Literacy in Young Children</i>		
	<i>Social & Emotional Development and Mental Health in Early Childhood</i>		
Asipeli Seu	<i>Ethics, Morals & Values</i>	MEd, Avondale College, Aust.	akauyaca@fulton.ac.fj

EARLY CHILDHOOD EDUCATION TIMETABLE

*Class times are consistent from Week 1 – Week 10, commencing January 3, 2022.

WEEKDAYS	BRIDGING	COHORT 1	COHORT 2
Monday		4pm – 7pm Curriculum Development in ECEC (T. Nayaca)	4pm – 7pm Effective Leadership & Management in ECEC (M. Komaitai)
Tuesday	4pm – 7pm Academic Writing & Research & Computing Skills (K. Sukanabulisau & N. Manuca)	4pm – 7pm Health, Safety & Nutrition in Young Children (M. Komaitai)	4pm – 7pm Social & Emotional Development and Mental Health in Early Childhood (T. Nayaca)
Wednesday		4pm – 7pm Language & Literacy in Young Children (T. Nayaca)	4pm – 7pm Ethics, Morals and Values (A. Seu)
Thursday	4pm – 7pm Introduction to Early Childhood Education & Care (M. Komaitai)		

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 A final year dissertation	60
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.

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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. 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

			<p>ORIGINALITY - some original thinking EXPRESSION - coherent writing PRESENTATION - clear and careful presentation REFERENCING - well documented and referenced</p>
65-69%	B-	2.67	<p>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</p>
60 -64%	C+	2.33	<p>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</p>
50-59%	C	2.00	<p>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</p>
45-49%	D	1.67	<p>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</p>
0-44%	F	0	<p>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</p>

			PRESENTATION - poor presentation EXPRESSION - poor expression making the answer barely intelligible REFERENCING - no or hardly any references or examples
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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.		
3 hours per week 30 hours per module	3 hours per week 30 hours per module	3 hours per week 30 hours per module
Unstructured Learning: Researching, Writing, Studying, Discussions with Lecturers etc.		
7-8 hours per week	7-8 hours per week	7-8 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	645.00
Per Portfolio	322.50
Graduation Fee	100.00
Graduation regalia hire	285.00

ESTIMATED COST BRIDGING PROGRAM (Primary)

Details	Cost (\$FJD)
Registration Fee	75
Module x 1	645
Portfolio x 2	645
Total	1365

ESTIMATED COST BRIDGING PROGRAM (Early Childhood Education)

Details	Cost (\$FJD)
Registration Fee	75
Module x 2	1290
Portfolio x 2	645
Total	2010

ESTIMATED COST COHORT 1 (Primary and Early Childhood)

Details	Cost (\$FJD)
Registration Fee	75
Module x 3	1935
Portfolio x 1	322.50
Total	2332.50

ESTIMATED COST COHORT 2 (Primary and Early Childhood)

Details	Cost (\$FJD)
Registration Fee	75
Module x 3	1935
Portfolio x 1	322.50
Graduation Fee	100
Graduation Regalia hire	285
Total	2717.50

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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

Akanisi Kristina Lanyon
Summer School Course Coordinator
Phone: 9993118 ext:123
7387277 ext:123
Email: atabore@fulton.ac.fj

Bachelor of Education – Early Childhood Education

Martha Komaitai
Summer School Course Coordinator
Phone: 9993118
7387277
Email: mkomaitai@fulton.ac.fj

Address:

Fulton Adventist University College
Private Mail Bag
Nadi Airport,
Fiji Islands

For specific module information, contact your module lecturer ([See page 12](#) for Primary Education/[See page 13](#) for Early Childhood).

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PRIMARY EDUCATION DEPARTMENT

Module:

Lecturer:

Assignment/Title:

Due date:

Number of words:

Student ID:

I certify that this assignment is my own work, that it is based on my personal study or research, and that I have acknowledged all material and sources used in the preparation of this assignment. I also certify that the assignment has not previously been submitted for assessment and that I have not copied in part, or whole, or otherwise plagiarised the work of other students or other persons.

Signed

Date