



THE UNIVERSITY  
of ADELAIDE



PUB HLTH 7147 and 4347  
**HEALTH TECHNOLOGY  
ASSESSMENT 2019**  
**Course Handbook**

School of Public Health  
University of Adelaide

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# PUB HLTH 7147 and 4347: Health Technology Assessment

## For Credit (University of Adelaide)

- Graduate Certificate in Public Health
- Graduate Diploma in Public Health
- Master of Public Health, including MPH(Transl Hlth Sc)
- Master of Health Economics and Policy

## For Credit (other Universities)

- Post graduate courses in health policy, health economics and/or public health

## For Non-Award Study

- Complete assignments and use grade towards an accredited program of study at a later stage

## For Personal Study / Audit

- Professional development - attend course but do not complete assignments

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## 1. General Information

Course:	Health Technology Assessment
Course codes:	PUB HLTH 7147, PUB HLTH 7147OL PUB HLTH 4347, PUB HLTH 4347OL
Coordinating Unit:	School of Public Health, Faculty of Health Sciences
Teaching Format:	Two teaching formats are offered for the course – (1) a week long on-campus intensive (2) a semester-length wholly online course. Formats are alternated each year.  2019 – course is offered in intensive mode in Semester 2, mid-semester break ( <b>September 30 – October 4, 2019</b> ) 2020 – course is offered online over Semester 1

This Handbook is concerned with the intensive mode delivery of this course.

Level:	Postgraduate coursework
Units:	3
Pre-requisites:	None
Co-requisites:	None
Incompatible:	None
Assumed Knowledge:	Introductory Epidemiology and Biostatistics or Introductory Health Economics would be beneficial, although not a requirement.
Course Coordinator:	Ms Jacqueline Parsons <a href="mailto:jacqueline.parsons@adelaide.edu.au">jacqueline.parsons@adelaide.edu.au</a>
Enrolments/Administration:	Administration, School of Public Health Adelaide Health & Medical Sciences Building North Terrace, Adelaide SA 5005 Tel: +61 8 8313 4131 Fax: +61 8 8313 6885 <a href="mailto:sphadmin@adelaide.edu.au">sphadmin@adelaide.edu.au</a>

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### ***Course Description***

This course takes a broad view of the impact of health technologies on population and individual health. Health technologies can include medical procedures, medical devices, diagnostic and investigative technologies, pharmaceuticals and public health interventions. Emphasis is placed on the methods used to assess these health technologies in order to inform government policy, clinical and public health practice. Methods include the systematic review of literature to assess the safety and effectiveness of a technology, as well as economic evaluation to determine whether a technology is cost-effective. Attention is also given to the diffusion of technological innovations within their social, cultural and ethical context; to horizon scanning for new and emerging technologies; and to investment in, and disinvestment from, health technologies.

## **2. Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy
2. Understand the policy framework for HTA in Australia and internationally
3. Undertake basic systematic searching for evidence on a health technology
4. Critically appraise the quality of evidence supporting a health technology
5. Recognise the range of approaches used in HTA to conduct an economic evaluation
6. Recognise the role of ethical analysis and public and patient engagement in HTA
7. Understand the complex issues associated with evaluating diagnostic tests in an HTA
8. Interpret a meta-analysis and apply meta-analytic statistical techniques

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### 3. University Graduate Attributes

This course will provide students with an opportunity to develop the Graduate Attributes specified below:

<b>UNIVERSITY GRADUATE ATTRIBUTE</b>	<b>COURSE LEARNING OBJECTIVE(S)</b>
<b>Deep discipline knowledge</b> <ul style="list-style-type: none"><li>• informed and infused by cutting edge research, scaffolded throughout their program of studies</li><li>• acquired from personal interaction with research active educators, from year 1</li><li>• accredited or validated against national or international standards (for relevant programs)</li></ul>	1-8
<b>Critical thinking and problem solving</b> <ul style="list-style-type: none"><li>• steeped in research methods and rigor</li><li>• based on empirical evidence and the scientific approach to knowledge development</li><li>• demonstrated through appropriate and relevant assessment</li></ul>	1, 3-8
<b>Teamwork and communication skills</b> <ul style="list-style-type: none"><li>• developed from, with, and via the SGDE</li><li>• honed through assessment and practice throughout the program of studies</li><li>• encouraged and valued in all aspects of learning</li></ul>	1, 4-7
<b>Career and leadership readiness</b> <ul style="list-style-type: none"><li>• technology savvy</li><li>• professional and, where relevant, fully accredited</li><li>• forward thinking and well informed</li><li>• tested and validated by work based experiences</li></ul>	3, 5, 7, 8

<p><b>Intercultural and ethical competency</b></p> <ul style="list-style-type: none"> <li>• adept at operating in other cultures</li> <li>• comfortable with different nationalities and social contexts</li> <li>• Able to determine and contribute to desirable social outcomes</li> <li>• demonstrated by study abroad or with an understanding of indigenous knowledges</li> </ul>	<p>2, 6</p>
<p><b>Self-awareness and emotional intelligence</b></p> <ul style="list-style-type: none"> <li>• a capacity for self-reflection and a willingness to engage in self-appraisal</li> <li>• open to objective and constructive feedback from supervisors and peers</li> <li>• able to negotiate difficult social situations, diffuse conflict and engage positively in purposeful debate</li> </ul>	<p>1-8</p>

#### 4. Intensive Mode for 2019

Time Period:	Monday September 30 – Friday October 4, 2019
Locations:	Hughes Building (Rooms 322 and 323) and Helen Mayo South S126 Computer suite (off Frome Road)
	<p>Map is available from  <a href="http://www.adelaide.edu.au/campuses/mapscurrent/north_terrace.pdf">http://www.adelaide.edu.au/campuses/mapscurrent/north_terrace.pdf</a></p>
Restrictions:	None – although please note that late enrolments may be affected by delays or limitations in support. Online access to course documentation and preparation of readings may be affected by the time available prior to course commencement.
Quota:	40
Contact hours:	~9:00am – 4:00pm Monday to Friday; with preparation time for the group assessment task between 4:00-5:00pm Tuesday to Thursday.

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Teaching in *Health Technology Assessment* begins from the assumption that the participants have extensive professional and personal ideas and experience and that our role as teachers is to harness your knowledge and skills and build on them. We assume that you are willing and able to prepare fully for classes, to participate in discussions and to carry your share of the workload.

The course is built around examples of health technology assessment. People learn best when they are able to put developing knowledge and skills into practice. We believe that this is the most effective way of learning and the course has a range of lectures, practicals, small group discussions and a major group project to facilitate this process. In addition, we have key concepts and theoretical issues threaded throughout the course.

This course is taught as an intensive, over 5 straight days from Monday to Friday. This form of teaching has been chosen instead of a weekly teaching session as it provides immersion in the subject area and facilitates the participation of audit students from government/policy areas and industry. The course introduces a range of new concepts that are all related to health technology assessment, and the teaching in a concentrated format will make it easier to recognise the links and reinforce the concepts as the course progresses. Given the intense form of teaching it will help students if they read the readings prior to each day of the course.

This course gives a high priority to interaction between the participant and the academic staff, and amongst participants. It is understood that students may have different learning styles and may come from different cultural backgrounds, but all students are encouraged to participate actively.

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## 5. Teaching Staff

*Academic Coordinator:*

Ms Jacqueline Parsons

Team Leader, Adelaide Health Technology Assessment (AHTA)

Tel: 08 8313 6932

[jacqueline.parsons@adelaide.edu.au](mailto:jacqueline.parsons@adelaide.edu.au)

*Lecturers:*

Prof Tracy Merlin

[tracy.merlin@adelaide.edu.au](mailto:tracy.merlin@adelaide.edu.au)

Dr Drew Carter

[drew.carter@adelaide.edu.au](mailto:drew.carter@adelaide.edu.au)

Dr Shuhong Wang

[shuhong.wang@adelaide.edu.au](mailto:shuhong.wang@adelaide.edu.au)

Ms Camille Schubert

[camille.schubert@adelaide.edu.au](mailto:camille.schubert@adelaide.edu.au)

Dr Jackie Street

[jackie.street@adelaide.edu.au](mailto:jackie.street@adelaide.edu.au)

*Guest lecturers and tutors:*

Ms Skye Newton

Ms Judy Morona

## 6. Communication

Once enrolled in the course please check MyUni (<http://www.adelaide.edu.au/myuni/>) regularly for details and updates. Updates will be posted on venues, course programming/timetable, course materials and resources, recorded lectures, assignments and marks. Emails will only be sent to your student email address, not your personal email address.

A discussion board has been set up for the course on MyUni with two pre-set discussion threads – one for questions concerning the course assessments and one for general queries regarding the course. Please use these discussion threads for any communication that is not of a private nature.

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## 7. Learning Resources

### **Required Resources**

An electronic copy of the **Health Technology Assessment Short Course Handbook** and all course **Readings** will be available on the University Intranet (MyUni <http://www.adelaide.edu.au/myuni/>) to which award, non-award and audit students will have access.

*Readings have been recommended because the authors have something interesting to say; recommendation does not necessarily imply endorsement by the teaching staff.*

Pdfs of lecture notes will be made available through MyUni prior to the lectures being given, while recordings of lectures will be made available through MyUni after the lectures have been given. Hard copies of lecture notes will not be made available unless specifically requested.

### **Recommended Resources**

In addition to the **Readings** provided to all course participants, the following resources are available:

#### Preliminary reading

Tailored preliminary reading may be provided to students depending on their prior preparation for this course. Information provided by external students on the course registration form will help guide this determination.

#### Further reading (in addition to Readings on MyUni)

##### *Books available through the University Library:*

del Llano-Señarís JE, Campillo-Artero C (Eds). *Health Technology Assessment And Health Policy Today: A Multifaceted View Of Their Unstable Crossroads*. Springer: Switzerland, 2015. [E-book]

Duckett SJ, Willcox S. *The Australian Health Care System*. South Melbourne, Vic: Oxford University Press, 5<sup>th</sup> edition, 2015. [E-book]

Drummond MF, Sculpher MJ, Claxton K et al. *Methods for the economic evaluation of health care programmes*. Oxford: Oxford University Press, 4<sup>th</sup> edition, 2015

Gray, J. A. Muir. *Evidence-based health care and public health: how to make decisions about health services and public health*. China: Churchill Livingstone Elsevier, 3<sup>rd</sup> edition, 2009.

Jefferson T, Demicheli V, Mugford M. *Elementary economic evaluation in health care*. 2<sup>nd</sup> edition. London: BMJ Publishing, 2000.

Scaletti A. *Evaluating Investments in Health Care Systems: Health Technology Assessment*. Springer: Naples, Italy, 2014. (particularly Chapter 3) [E-book].

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*Electronic resources:*

*EuroScan international network* <http://www.euroscan.org>

Higgins JPT, Green S (editors). *Cochrane Handbook for Systematic Reviews of Interventions* Version 5.1.0 [updated March 2011]. The Cochrane Collaboration, 2011. Available from [handbook.cochrane.org](http://handbook.cochrane.org)

*Health Technology Assessment International (HTAi) Vortal* <http://vortal.htai.org/>

International Network of Agencies for Health Technology Assessment (INAHTA). *HTA Tools and Resources* <http://www.inahta.org/hta-tools-resources/>

*International Journal of Technology Assessment in Health Care*. [E-journal available through Barr Smith Library Catalogue]

*Health Technology Assessment database* <http://www.crd.york.ac.uk/CRDWeb/>

*Health Technology Assessment journal series* <http://www.journalslibrary.nihr.ac.uk/hta/>  
NIHR Health Technology Assessment Programme

### ***Computer laboratories and other computing services***

University information on computer laboratories and other computing services is available at: <http://www.adelaide.edu.au/technology/yourservices/learning-teaching/>

## **8. Teaching & Learning Activities**

### **WORKLOAD**

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

As a general rule in any university course, you will need to allow a minimum of three independent study hours for every hour undertaken in formal class work contact. This time is needed for such activities as reading for the topic, preparation for activities in class and work on assignments. As this course is taught in an intensive mode, there will be a need for revision in the evening.

**TIMETABLE FOR HTA SHORT COURSE 2019**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>9:10am</b>	What is health technology assessment? How is HTA done around the world [TM]	Critical appraisal of intervention studies [JP]	Economic evaluation – interpretation, uncertainty and critical appraisal [CS]	HTA of medical tests and investigative procedures [TM]	Meta-analysis [TM]  Practical - interpretation of meta-analyses [TM & JM]
	HTA in Australia <i>Regulatory/TGA, horizon scanning, state-based HTA [JP]</i>	Practical - assigning level of evidence and critical appraisal of intervention studies [JP]		QUIZ - INTERPRETING DIAGNOSTIC TEST ACCURACY	Heterogeneity and publication bias [TM]
<b>10:40 - 11:00</b>	<b>Morning tea</b>	<b>Morning tea</b>	<b>Morning tea</b>	<b>Morning tea</b>	<b>Morning tea</b>
<b>11:10</b>	HTA in Australia <i>Investment/disinvestment [JP]</i>	Synthesis in an HTA: communicating to the policy maker [JP]	Economic evaluation – interpretation, uncertainty and critical appraisal [CS] <i>cont.</i>	Critical appraisal of diagnostic accuracy studies [TM]	Practical - understanding heterogeneity [TM & JM]
		Critical appraisal of SRs and HTAs [JP]			Computer exercise on meta-analysis in Stata [JP and JM] <i>Rm S126, Helen Mayo South Computing Suite</i>
	Role play - relevance of HTA in decision-making  HTA methodology - why systematic reviews? [JP]	Practical - critical appraisal of secondary research (PRISMA) [JP]		Practical – critical appraisal of diagnostic accuracy studies (QUADAS-2) [TM & JM]	
<b>1:00 - 1:30</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>

	How to conduct an HTA?	Economic evaluation of health technologies – the basics [SW]	Ethical/ social aspects of HTA [DC]	Involving the community in HTA decision-making [JS/DC]  QUIZ ON PRE-READINGS.	GROUP ORAL PRESENTATIONS  <i>Ligertwood Rm 113 and Ligertwood Rm 111</i>
	<i>Translating the policy question (PICO) [JP]</i>				
	<i>Searching for evidence [SN]</i>				
	<i>Selection of evidence and data extraction [JP]</i>				
	Practical - applying PICO criteria to the evidence [JP & SN]				
				Facilitated discussion about community engagement in Australian HTA [JS/DC]	Discussion on final assignment [JP]  Video
<b>3:40-4:00</b>	<b>Afternoon tea</b>	<b>Afternoon tea</b>	<b>Afternoon tea</b>	<b>Afternoon tea</b>	
<b>4:00 - 5:00</b>	Online exercise on searching for SRs and HTAs [JP & SN]  <i>Rm S126, Helen Mayo South Computing Suite</i>	Independent group work by award and non-award students for Oral Presentation due Friday	Independent group work by award and non-award students for Oral Presentation due Friday	Independent group work by award and non-award students for Oral Presentation due Friday	
	4:30pm Searching exercise answers				
<b>5:00 - 5:30</b>	Award and non-award students meet to discuss assessment				
<b>Unless otherwise specified above, the location of all sessions is the Hughes Building Room 322/323</b>					

## 9. Assessment

Students wanting credit for the course (ie award and non-award students) will need to complete a group presentation and answer two quizzes during the week. Time is provided for groups to work on their presentation on Tuesday, Wednesday and Thursday afternoons.

These students will also need to complete a major assessment task and submit it electronically by 5pm, Friday November 1, 2019.

The University's policy on Assessment for Coursework Programs is based on the following four principles:

- 1) assessment must encourage and reinforce learning;
  - 2) assessment must enable robust and fair judgements about student performance;
  - 3) assessment practices must be fair and equitable to students and give them the opportunity to demonstrate what they have learned; and
  - 4) assessment must maintain academic standards
- (see: <http://www.adelaide.edu.au/policies/700/> )

### ASSESSMENT SUMMARY

Assessment task 1: Quiz on interpreting diagnostic test accuracy

- Due date: October 3, 2019
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Quiz answers will be provided immediately and discussed
- Learning outcome addressed: 7

Assessment task 2: Quiz on pre-readings supporting Community Engagement topic

- Due date: October 3, 2019
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Feedback within 1 week
- Learning outcome addressed: 6

Assessment task 3: Oral presentation of critical appraisal (in small groups)

- Due date: October 4, 2019
- Summative
- Weighting: 20% (group assessment)
- Oral presentation and submission of power point slides
- Feedback within 1 week

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- Learning outcome addressed: 4

#### Assessment task 4: Integrated HTA

- Due date: November 1, 2019
- Summative
- Weighting: 60% (individual assessment)
- Electronic submission of assignment
- Learning outcomes addressed: 1 - 6, 8

### ASSESSMENT DETAIL

#### **Quizzes**

Each student is to complete two short quizzes on Thursday. One quiz will assess individual students' understanding and interpretation of diagnostic test accuracy measures. The answers to the quiz will be provided following quiz completion so that you receive immediate feedback on your learning. The other quiz will be open-book and test students' understanding of the Community Engagement pre-readings available on MyUni prior to course commencement.

#### **Oral presentation of critical appraisal**

Working in pre-allocated groups of 3 or 4, you are to prepare a 12 minute Powerpoint presentation with up to 8 slides, of a critical appraisal of a published paper (to be allotted to each group on the Monday). The presentation will be made on Friday afternoon. A hard copy of the presentation will need to be submitted at that time.

The presentation should contain the following elements:

- An introductory slide listing the paper to be discussed and the names of members of the presentation team.
- A summary of the paper and the question it addresses
- The level of evidence and design of the study
- Which tools were used to assist with the critical appraisal
- The critical appraisal itself
- Conclusions regarding the validity of the study's results

All group members are expected to contribute equally to the presentation. If individuals have not contributed sufficiently they will receive a downgraded individual mark, as opposed to the group mark.

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### ***Integrated HTA***

Each student is to submit an evaluation of a health technology from the selected topics listed below. You need to assume that the technology is new and has not yet been publicly funded in Australia. The evaluation should contain the following elements.

- Assessment of the clinical need for this technology in Australia in terms of the mortality and/or morbidity associated with the underlying disease/condition that the technology aims to address. [10%]
- PICO criteria for conducting a systematic review to assess the effectiveness and harm/safety of the health technology. [10%]
- Conduct a PubMed search for randomised controlled trials and systematic reviews based on the PICO criteria developed above. The PubMed search strategy should be submitted, including the number of citations yielded at each line of the search. The results of the search (a snapshot of the first page of citations is sufficient) should also be submitted. The search strategy should have enough detail that it can be replicated. [10%]
- Search for an HTA report on your topic that includes an economic evaluation. Searches should be conducted using Google, the HTA database (accessible through <http://www.crd.york.ac.uk> or the Cochrane Library), and/or the UK *Health Technology Assessment* journal. Identify one HTA report on the topic from your search and
  - Critically appraise the systematic review component of the HTA using a relevant checklist. You should aim to come to a conclusion regarding the quality of the systematic review. [15%]
  - Using a structured approach or checklist, critically appraise the economic evaluation presented in the HTA report. [15%]
- Identify and evaluate the likely applicability, extrapolation and transformation issues associated with translating the evidence to an economic model that reflects Australian use of the technology (1/2 page). [10%]
- Apply the ethics framework from Hofman to your topic. [15%]
- Prepare a 3 page policy brief including a conclusion for your policy maker as to whether the health technology should be publicly funded. This should be included as the first section of your submission. [15%]

### **Topics for integrated HTA**

1. Laparoscopic cholecystectomy for people with uncomplicated symptomatic gallstones (biliary pain) or cholecystitis
2. Cabozantinib for the treatment of renal cell carcinoma in treatment-experienced patients

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3. Implantable cardioverter defibrillators for use in people at risk of sudden cardiac death
  4. Testing people with early-onset colorectal cancer for Lynch syndrome

## SUBMISSION OF ASSIGNMENTS

In this course, assessment tasks 1, 2 and 3 will be done in class. Assessment task 4 will need to be submitted electronically by clicking on the relevant 'Assignments' link for the Course in MyUni. Your assignment must be formatted as a **Microsoft Word** file and submitted through the Turnitin link.

If for some reason you are unable to upload the assignment to MyUni, please email it to the Course Coordinator. In case we mislay it, you should retain a copy of the assignment submitted.

### ***Extensions***

All extensions for assignments must be requested, at the latest, by the last working day before the due date of submission. Extensions will generally be granted only on medical or genuine compassionate grounds. Supporting documentation must be provided at the time a student requests an extension. Without documentation, extensions will not be granted. Late requests for extension will neither be accepted nor acknowledged.

Only the Course Coordinator(s) may grant extensions.

Supporting documentation will be required when requesting an extension. Examples of documents that are acceptable include: a medical certificate that specifies dates of incapacity, a police report (in the case of lost computers, car & household theft etc.), a letter from a Student Counsellor, Education and Welfare Officer (EWO) or Disability Liaison Officer that provides an assessment of compassionate circumstances, or a letter from an independent external counsellor or appropriate professional able to verify the student's situation. The length of any extension granted will take into account the period and severity of any incapacity or impact on the student. Extensions of more than 10 days will not be granted except in exceptional circumstances.

### ***Late submission***

Marks will be deducted when assignments for which no extension has been granted are handed in late.

All assignments, including those handed in late, will be assessed on their merits. In the case of late assignments where no extension has been granted, 5 percentage points of the total marks possible per day will be deducted. If an assignment that is 2 days late is awarded 65% on its merits, the mark will then be reduced by 10% (5% per day for 2 days) to 55%. If that same assignment is 4 days late, the mark will be reduced by 20% (5% per day for 4 days) to 45%, and so on.

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The School of Public Health reserves the right to refuse to accept an assignment that is more than 7 days late.

Assignments submitted after the due date may not be graded in time to be returned on the listed return dates.

Students submitting examinable written work who request (and receive) an extension that takes them beyond the examination period are advised that there is no guarantee that their grades will be processed in time to meet usual University deadlines.

### ***Resubmission***

If a student is dissatisfied with an assessment grade they should follow the [Student Grievance Resolution Process](#). Students who are not satisfied with a particular assessment result should raise their concerns with Course Coordinator(s) in the first instance. This must be done within 10 business days of the date of notification of the result. Resubmission of any assignment is subject to the agreement of the Course Coordinator(s) and will only be permitted for the most compelling of reasons.

Additional assessment is permitted for students who narrowly fail to achieve a passing grade in the course. Eligibility for this will be determined according to the University's [Modified arrangements for coursework Assessment policy](#).

### ***Plagiarism***

Plagiarism is a form of academic dishonesty that amounts to theft or fraud. It is the unacknowledged use of the thoughts or writings of another person, as if they are one's own. This may occur as a result of deliberate misuse of another person's work, or through ignorance or inexperience about the correct way to acknowledge other work. Plagiarism includes presenting information or paraphrasing ideas from books, articles, etc. or other students' work, without clear identification of the source through proper use of referencing; and quoting directly from a source, without indicating that it is a direct quote.

This is considered an extremely serious matter, which may lead to failure of an assignment, or even suspension from University.

You should read and understand the University's Academic Honesty Policy, a link to which can be found at

<http://www.adelaide.edu.au/policies/230/>

Very helpful student guides are available from the University's Writing Centre and these give examples of plagiarism and how to avoid it:

<http://www.adelaide.edu.au/writingcentre/resources/plagiarism/>

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### Statement of Acknowledgement of Original Work

By submitting any assignment in this course you are agreeing to the following:

*I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others.*

*I give permission for my assessment work to be reproduced and submitted to other academic staff for the purposes of assessment and to be copied, submitted and retained in a form suitable for electronic checking of plagiarism.*

### **Fraud Awareness**

Students are reminded that in order to maintain the academic integrity of all programs and courses, the University has a zero-tolerance approach to students offering money or significant value goods or services to any staff member who is involved in their teaching or assessment. Students offering lecturers or tutors or professional staff anything more than a small token of appreciation is totally unacceptable, in any circumstances. Staff members are obliged to report all such incidents to their Supervisor/Manager, who will refer them for action under the University's student disciplinary procedures.

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## COURSE GRADING

Grades for your performance when enrolled in 7147 or 7147OL (Masters) will be awarded in accordance with the following scheme:

<b>Grade</b>	<b>Mark</b>	<b>Description</b>
HD	85-100	High Distinction
D	75-84	Distinction
C	65-74	Credit
P	50-64	Pass
F	1-49	Fail
FNS	No work submitted for assessment	Fail No Submission

Grades for your performance when enrolled in 4347 or 4347OL (Honours) will be awarded in accordance with the following scheme:

<b>Grade</b>	<b>Mark</b>
First Class	80-100
Second Class Div A	70-79
Second Class Div B	60-69
Third Class	50-59
Fail	1-49

Further details of the grades/results can be obtained from:

<http://www.adelaide.edu.au/student/exams/results-grades/>

Final results for this course will be made available through Access Adelaide

(<https://access.adelaide.edu.au/sa/login.asp>)

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## 10. Audit students

*Health Technology Assessment* is open to audit students. Audit enrolment is a type of enrolment where a student can attend a single course but is not enrolled in any program. The student will attend the course for information only and will not be assessed for the course. Audit enrolment cannot be used to gain credit towards future enrolment in an award program, unlike a non-award enrolment.

All course attendees will receive a Certificate of Attendance.

## 11. Student Feedback

The University places a high priority on approaches to learning and teaching that enhance the student experience. Feedback is sought from students in a variety of ways including on-going engagement with staff, the use of online discussion boards and the use of electronic Student Experience of Learning and Teaching (SELT) surveys as well as CEQ surveys and Program reviews.

SELTs are an important source of information to inform individual teaching practice, decisions about teaching duties, and course and program curriculum design. They enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes. Under the current SELT Policy (<http://www.adelaide.edu.au/policies/101/>), course SELTs are mandated and must be conducted at least once every 2 years. Feedback on issues raised through course SELT surveys is made available to enrolled students through various resources (e.g. MyUni). SELT surveys are usually sent to award/non-award students electronically via the nominated student email address.

## 12. Student Support

<b>Academic Learning Development</b>	Maths, writing and speaking skills	<a href="http://www.adelaide.edu.au/learning/students/">http://www.adelaide.edu.au/learning/students/</a>
<b>Counselling Service</b>	Personal counselling for issues affecting study	<a href="http://www.adelaide.edu.au/counselling_centre">http://www.adelaide.edu.au/counselling_centre</a>
<b>International Student Support</b>	Ongoing support	<a href="http://www.international.adelaide.edu.au/">http://www.international.adelaide.edu.au/</a>

<b>Student Care</b>	Advocacy, confidential counselling, welfare support and advice	<a href="http://www.adelaide.edu.au/learning/students/">http://www.adelaide.edu.au/learning/students/</a>
<b>Students with a Disability</b>	Alternative academic arrangements	<a href="http://www.adelaide.edu.au/disability">http://www.adelaide.edu.au/disability</a>
	Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy	<a href="http://www.adelaide.edu.au/policies/64">http://www.adelaide.edu.au/policies/64</a>

### 13. Policies & Guidelines

This section contains links to relevant assessment-related policies and guidelines. All University Policies can be obtained from: <http://www.adelaide.edu.au/policies>

Academic Honesty Policy	<a href="http://www.adelaide.edu.au/policies/230/">http://www.adelaide.edu.au/policies/230/</a>
Assessment for Coursework Programs	<a href="http://www.adelaide.edu.au/policies/700/">http://www.adelaide.edu.au/policies/700/</a>
Copyright	<a href="http://www.adelaide.edu.au/policies/2643/">http://www.adelaide.edu.au/policies/2643/</a>
Modified Arrangements for Coursework Assessment	<a href="http://www.adelaide.edu.au/policies/3303/">http://www.adelaide.edu.au/policies/3303/</a>
Student Grievance Resolution Process	<a href="http://www.adelaide.edu.au/student/grievance/">http://www.adelaide.edu.au/student/grievance/</a>
Academic Progress by Coursework Students	<a href="http://www.adelaide.edu.au/policies/1803/">http://www.adelaide.edu.au/policies/1803/</a>