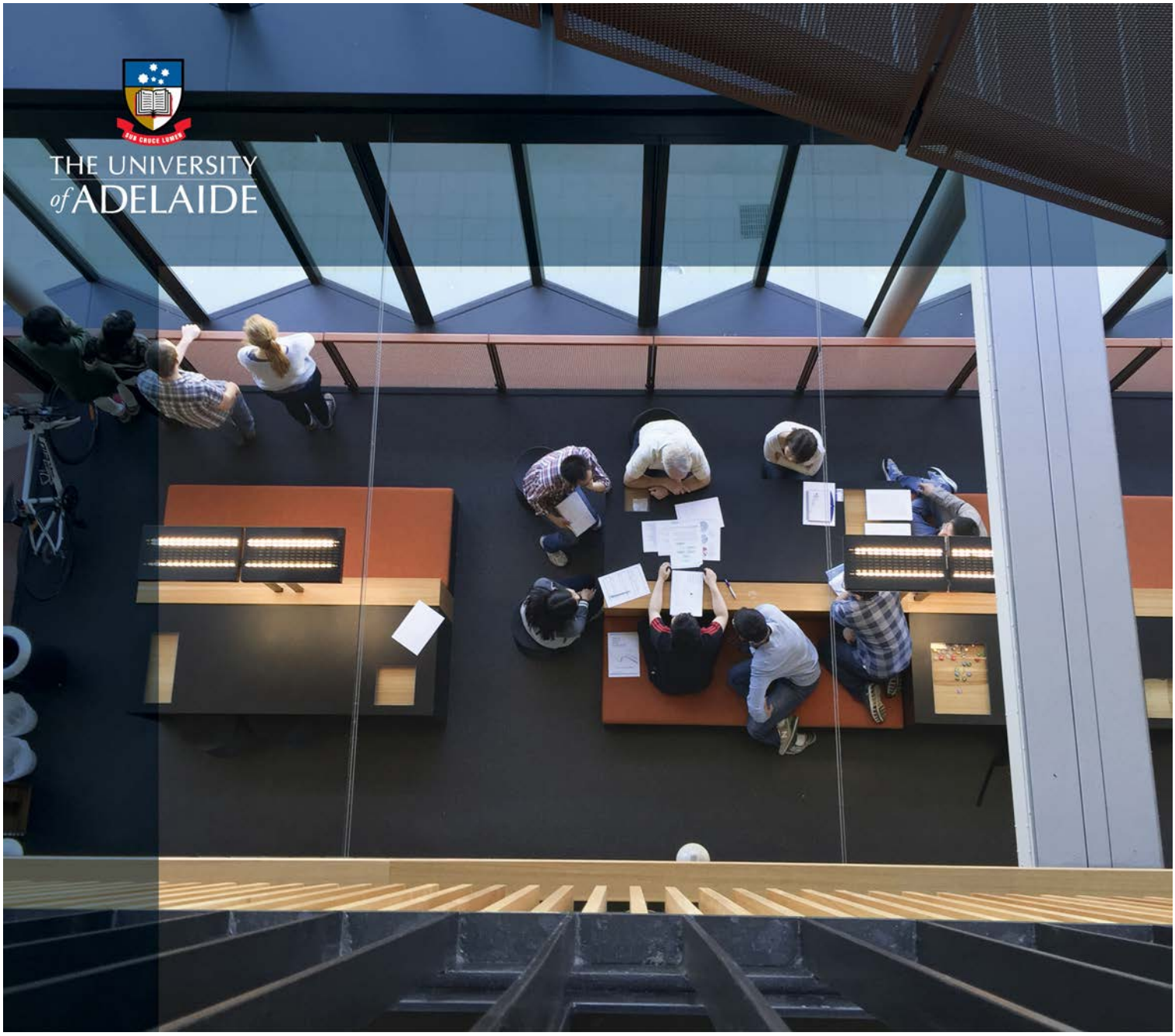

HEALTH TECHNOLOGY ASSESSMENT 2021

PUB HLTH 7147OL AND 4347OL
Online Course Handbook

adelaide.edu.au

CRICOS Provider Number 00123M

PUB HLTH 7147OL and 4347OL: Health Technology Assessment

For Credit (University of Adelaide)

- Graduate Certificate in Public Health
- Graduate Diploma in Public Health
- Master of Public Health

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

1. General Information

Course:	Health Technology Assessment
Course codes:	PUB HLTH 7147OL, PUB HLTH 4347OL
Coordinating Unit:	School of Public Health, Faculty of Health and Medical Sciences
Teaching Format:	Online
Level:	Postgraduate coursework
Units:	3
Pre-requisites:	None
Co-requisites:	None
Incompatible:	PUB HLTH 7147, PUB HLTH 4347
Assumed Knowledge:	Introductory Epidemiology and Biostatistics or Introductory Health Economics would be beneficial, although not a requirement.
Course Coordinator:	Professor Tracy Merlin tracy.merlin@adelaide.edu.au
Administration and non-award/audit enrolment enquiries:	Administration, School of Public Health Adelaide Health & Medical Sciences Building North Terrace, Adelaide SA 5005 Tel: +61 8 8313 4131 sphadmin@adelaide.edu.au

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

3. University Graduate Attributes

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

University Graduate Attribute	Course Learning Objective(S)
1. Deep discipline knowledge and intellectual breadth • Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.	1-8
2. Creative and critical thinking and problem solving • Graduates are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges.	1, 3-8
3. Teamwork and communication skills	1, 4-7

University Graduate Attribute	Course Learning Objective(S)
• Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.	
4. Professionalism and leadership readiness • Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers and communities.	3-8
5. Intercultural and ethical competency • Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.	2, 6
6. Australian Aboriginal cultural competency • Graduates have an understanding of, and respect for, Australian Aboriginal values, culture and knowledge.	6
7. Digital capabilities • Graduates are well prepared for living, learning and working in a digital society.	3, 5, 8
8. Self-awareness and emotional intelligence • Graduates are self-aware and reflective; they are flexible and resilient and have the capacity to accept and give constructive feedback; they act with integrity and take responsibility for their actions.	1-8

4. Overview of teaching delivery

Classes:	Semester 1, March 1 – June 4 2021 (plus submission of assignment during exam period)
Mid-semester break:	April 12 – April 23 2021
Locations:	Online only
Restrictions:	None
Quota:	40
Contact hours:	up to 2 hours per week over 12 weeks (plus time for independent study; in total up to 12 hours per week of study)

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 the virtual classes, to participate in online 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 activities to facilitate this process. In addition, we have key concepts and theoretical issues threaded throughout the course.

This course is taught online. The content has been chunked into weekly modules that cover discrete topics. The delivery will generally alternate each week between asynchronous and synchronous learning.

In the weeks containing “asynchronous” learning, a set of pre-readings on the topic are made available online, along with a short narrated “lecture” which draws out the key points, followed by recall tasks, problem solving activities and tasks requiring deeper investigation of the topic.

In the weeks containing “synchronous” learning, a set of pre-readings on the topic are made available online, and a longer “lecture” is delivered in real time from a content expert using virtual classes coordinated through a web-conferencing “Zoom” portal in MyUni, the University’s online teaching platform. This lecture draws out the key points and there is online interaction with the students to stimulate thinking on the topic, followed by group-based or self-directed practical application of the concepts learned during online activities.

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.

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/

5. Teaching Staff

Course Coordinator:	Prof Tracy Merlin Professor of Health Technology Assessment Director, Adelaide Health Technology Assessment (AHTA) Interim Head, School of Public Health Tel: 08 8313 3575 tracy.merlin@adelaide.edu.au
Lecturers:	Prof Tracy Merlin tracy.merlin@adelaide.edu.au Dr Drew Carter drew.carter@adelaide.edu.au Ms Camille Schubert camille.schubert@adelaide.edu.au
Guest lecturer:	Dr Edilene Lopes-de Como

6. Communication

Once enrolled in the course please check MyUni (http://www.adelaide.edu.au/myuni/) to find the course and engage with the content at minimum once per week but preferably more frequently in order to facilitate online discussion of activities. Emails will only be sent to your student email address once enrolled, not your personal email address. **The course will be available online from February 22 2020 (Orientation week), with the week 1 and 2 learning modules immediately available**. In the week 1 module (commencing March 1 2020) you will be expected to work through the week 1 materials and activities. The first virtual "Zoom" class will be offered in the following week. Subsequent weekly modules will be posted online every Monday a week ahead ie on the Monday of week 2 the week 3 module will be released.

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. All personal queries should be directed to the Course Coordinator.

Additional threads may be set up to pursue discussions or ideas relevant to the course and to student interests. **The scheduling of 'real time' virtual classes will be determined in week 1 of the course after discussion with the class via the discussion board.**

7. Learning Resources

Required Resources

An electronic copy of this **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.

Recordings of virtual (Zoom) classes will be made available through MyUni after they have been given.

Recommended Resources

In addition to the online **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 https://www.adelaide.edu.au/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, 5th 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, 4th edition, 2015. [E-book]

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

Jefferson T, Demicheli V, Mugford M. *Elementary economic evaluation in health care*. 2nd 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].

Electronic resources:

Higgins JPT, Thomas J (editors). *Cochrane Handbook for Systematic Reviews of Interventions* Version 6.1 [updated 2020]. The Cochrane Collaboration, 2020. Available from https://training.cochrane.org/handbook/current

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 https://www.inahta.org/hta-database/

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

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 asynchronous or synchronous class contact. This time is needed for such activities as reading for the topic, preparation for class activities and work on assignments.

Class	Learning Outcome	Bloom's level of cognition	Activities	Details

Week 1
Mar 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
	(outcome 1)
		Comprehension
		Knowledge
			Topic: What is Health Technology Assessment? How is HTA done around the world?
			• Pre-work: Readings
			• Activities:
			  • Review modularised lecture content (slideshows)
			  • Complete tasks in discussion forum
				Asynchronous learning
				Readings posted online
				Online module incorporating resources and tasks, introductions and activities in the Discussion Forum, links to websites.

Week 2
Mar 8 -
	Understand the policy framework for HTA in Australia and internationally
	(outcome 2)
		Comprehension	Topic: The policy context for HTA
			• Pre-work: Readings and video
			• Activities:
			  • Listen to and participate in online lecture
			  • Prepare for/start role play in discussion forum
				Synchronous learning
				Readings posted online
				Video embedded in course
				Virtual class through MyUni (Zoom) – *timetabling to be determined in conjunction with class*
				Role play in Discussion Forum

Week 3
Mar 15 -
	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
	(outcome 1)
		Comprehension
		Application
			Topic: HTA Methods: (1) translating the policy question and study selection
			• Pre-work: Readings
			• Activities:
			  • Review modularised lecture content (slideshows)
			  • Continue with role play activity
			  • Use clinical pathway to develop the PICO needed to address policy question; decide what articles
				Asynchronous learning
				Readings posted online
				Online module incorporating resources and activities.
				Role play in Discussion Forum

Class	Learning Outcome	Bloom's level of cognition	Activities	Details
			should be included/ excluded that meet the PICO selection criteria (individual activity)	

Week 4
Mar 22 -
	Undertake basic systematic searching for evidence on a health technology
	(outcome 3)
		Knowledge
		Application
		Creativity
			Topic: HTA Methods: (2) the search for evidence
			• Pre-work: Readings
			• Activities:
			  • Listen to and participate in online lecture (including demonstration of literature searching)
			  • Practical to work through on applying literature searching techniques
			  • *Apply skills learned from practical to answer searching assignment and submit online in week 6*
				Synchronous learning
				Readings posted online
				Virtual class through MyUni (Zoom). Role play results.
				Searching practical posted online
				Searching assignment posted online

Week 5
Mar 29 -
	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
	(outcome 1)
	Critically appraise the quality of evidence supporting a health technology
	(outcome 4)
		Knowledge
		Evaluation
			Topic: HTA Methods: (3) data extraction, (4) critical appraisal of primary and secondary research
			• Pre-work: Readings
			• Activities:
			  • Review modularised lecture content (slideshows)
			  • Critical appraisal of randomised controlled trial
			  • Critical appraisal of systematic review
				Asynchronous learning
				Readings posted online
				Online module incorporating resources and activities.
				Answers to weeks 2, 3 and 4

Class	Learning Outcome	Bloom's level of cognition	Activities	Details

Week 6
Apr 5 -
	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
	(outcome 1)
		Knowledge	Topic: HTA Methods: (5) Evidence synthesis - narrative synthesis
			• Pre-work: Readings
			• Activities:
			  • Continue with activities from Week 5
			  • *Submit searching assignment online*
				Synchronous learning
				Readings posted online
				Virtual class through MyUni (Zoom).
				Review answers to Week 4 practical
				Assignment marks released
				Allocated to oral presentation group and given paper to critically appraise. Discuss oral assignment.

Week 7
Apr 26 -
	Interpret a meta-analysis and apply meta-analytic statistical techniques
	(outcome 8)
		Comprehension
		Application
			Topic: HTA Methods: (6) Evidence synthesis - meta-analysis, assessing heterogeneity
			• Pre-work: Readings
			• Activities:
			  • Review modularised lecture content (slideshows)
			  • Answer online formative quizzes on interpreting meta-analyses.
			  • Meta-analysis practical to work through using Stata (optional)
				Asynchronous learning
				Readings posted online
				Online module incorporating resources and formative quizzes.
				Meta-analysis practical (formative assessment) posted online so that students can use Stata (if able to access it through Adapt) and undertake the analysis.

Week 8 May 3 -	Understand the complex issues associated with evaluating diagnostic tests in an HTA (outcome 7)	Comprehension Application	Topic: HTA of medical tests and investigative procedures • Pre-work: Readings • Pre-work: Youtube video by Patrick Bossuyt (optional) • Activities:	Asynchronous learning Readings posted online Youtube video embedded in course Answers posted on formative critical appraisal tasks.

Class	Learning Outcome	Bloom's level of cognition	Activities	Details
			• Review modularised lecture content (slideshows) • *Summative Quiz on interpreting test accuracy (includes calculations)* • Practical - critical appraisal of test accuracy studies (formative)	Online module incorporating lectures, resources (article), and critical appraisal checklist to fill out when reviewing the article. Online Quiz to assess/interpret test accuracy

Week 9 and Week 10
May 10 –
May 17 -
	Recognise the range of approaches used in HTA to conduct an economic evaluation
	(outcome 5)
		Knowledge
		Application
			Week 9 Topic: HTA Methods: (7) Economic evaluation – the basics
			• Pre-work: Readings
			• Pre-work: Youtube videos on Health Economics (strongly recommended)
			• Activities:
			  • Review modularised lecture content (slideshows)/Activities
			Week 10 Topic: HTA Methods: (8) Economic evaluation - interpretation, uncertainty and critical appraisal
			• Pre-work: Readings
			• Activities:
			  • Listen to and participate in online lecture, discuss answers to practical from week 9
			  • Practical - critical appraisal of economic evaluation
				Asynchronous learning
				Readings posted online
				Youtube videos embedded in course
				Online module incorporating resources.
				Activities embedded in module
				Synchronous learning
				Readings posted online
				Virtual class through MyUni (Zoom) for economics discussion
				Additional virtual class through MyUni (Zoom) for group oral presentations

Class	Learning Outcome	Bloom's level of cognition	Activities	Details
			• *Give group oral presentation on critical appraisal activity (allocated in Week 6) in separate virtual class*	

Week 11
May 24 -
	Recognise the role of ethical analysis and public and patient engagement in HTA
	(outcome 6)
		Knowledge
		Application
			Topic: Ethical considerations in HTA
			• Pre-work: Readings
			• Pre-work:
			  • Youtube video on rationing and medicine (strongly recommended)
			• Activity:
			  • Listen to and participate in online lecture
			  • Ethical appraisal activity
				Synchronous learning
				Readings posted online
				Youtube video embedded online
				Virtual class through MyUni (Zoom).
				Example appraisal from week 10 will be posted.

Week 12 May 31 -	Recognise the role of ethical analysis and public and patient engagement in HTA (outcome 6)	Knowledge Application	Topic: Involving the community in HTA decision-making • Pre-work: Readings (strongly recommended) • *Quiz on community engagement readings*. • Activity: • Listen to and participate in online lecture and review answers to quiz.	Synchronous learning Readings posted online Quiz on community engagement readings, submitted via Turnitin. Virtual class through MyUni (Zoom) Ethical analysis activity answers will be posted.

9. Assessment

Students wanting credit for the course (ie award and non-award students) will need to engage with all online (asynchronous) learning modules, deliver a group presentation, complete two quizzes, one assignment and a major assessment task during the course.

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: Literature searching practical

- Task allocated: Week 4 – week beginning March 22, 2021
- Due date: Week 6 – April 7, 2021
- Summative
- Weighting: 15%
- Electronic submission of assignment
- Feedback within 2 weeks
- Learning outcome addressed: 3

Assessment task 2: Quiz on interpreting diagnostic test accuracy

- Quiz administered online: Week 8 – week beginning May 3, 2021
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Quiz answers will be provided immediately
- Learning outcome addressed: 7

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

- Task allocated: Week 6 – week beginning April 5, 2021
- Due date: Week 10 – week beginning May 17; date of online presentation to be scheduled in that week
- Summative
- Weighting: 20% (group assessment)
- Oral presentation and submission of power point slides
- Feedback within 1 week
- Learning outcomes addressed: 1, 4

Assessment task 4: Quiz on pre-readings supporting Community Engagement topic

- Quiz administered online: Week 12 – week beginning May 31, 2021
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Feedback within 1 week
- Learning outcome addressed: 6

Assessment task 5: Integrated HTA

- Due date: June 25, 2020
- Summative
- Weighting: 35% (individual assessment)
- Electronic submission of assignment
- Learning outcomes addressed: 1 - 6, 8

Completion of Online Learning modules:

- Completion of all of the asynchronous Learning Modules associated with the course (weeks 1, 3, 5, 7, 8, 9) will contribute 10% towards your overall grade. Evidence of participation will be determined from Discussion Forum activity, participation in Zoom classes that discuss the asynchronous modules and the activity analytics in MyUni that show engagement with material in the course. Students will be marked as having high (8-10), medium (5-7) or low (<5) participation.

Assessment Detail

Literature searching practical

Each student will conduct a PubMed search for randomised controlled trials, systematic reviews and HTA reports based on PICO criteria that are provided. 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.

Search for an HTA report on the topic using one other form of searching.

A rubric will be provided indicating the elements that should be presented in the assignment.

Quizzes

Each student is to complete two short quizzes online. 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 online quiz will be open-book and test students' understanding of the Community Engagement pre-readings available in MyUni. This quiz needs to be submitted via Turnitin and answers will be discussed at the following virtual class.

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 in Week 6). The presentation will be made in Week 10. An electronic 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. Each group member must contact the course-coordinator with a breakdown of student contributions within their group to this task – students will be informed about how this should be done.

Integrated HTA

Each student is to submit an evaluation of a health technology. You need to assume that the technology is new and has not yet been publicly funded. The evaluation should address the following questions:

1. Is pembrolizumab monotherapy for patients with PD-L1 positive, previously untreated, non-small cell lung cancer as, or more, safe and effective than chemotherapy? [30%]
    a. Develop PICO criteria for conducting a systematic review to assess the effectiveness and harm/safety of this health technology. [10%]
    b. Identify 3 pieces of good quality evidence that address this question and narratively synthesise the findings that have been presented according to the most important patient-relevant outcomes described in your PICO criteria. [20%]
2. Broadly describe what you would do to model the results and determine the cost-effectiveness of pembrolizumab monotherapy relative to chemotherapy in patients that have PD-L1 positive, previously untreated non-small cell lung cancer. [30%]
    a. Use a structured approach or checklist as a guide for how to describe this model [20%]
    b. Identify and evaluate the likely applicability, extrapolation and transformation issues associated with applying the evidence identified to the economic model [10%]
3. What are the ethical issues associated with testing for PD-L1 positivity and treating with pembrolizumab monotherapy? [20%]
    a. Use an ethics framework or checklist as a guide for how to do this ethical analysis
4. Prepare a 2-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 assignment. [20%]

A rubric will be provided indicating the elements that should be presented in the assignment.

The assignment should be no longer than 12 pages.

Submission of Assignments

Assessment tasks 1, 2, 4 and 5 will be submitted online. Assessment task 3 will be submitted at the virtual class.

If for some reason you are unable to upload an 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. Most extensions will only be 3 days.

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.

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 Integrity 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:

https://www.adelaide.edu.au/writingcentre/resources/avoiding-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.

Course Grading

Grades for your performance when enrolled in 7147OL will be awarded in accordance with the following M10 Mark Scheme:

Grade	Mark	Description
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
RP	Results pending	Awaiting result

Grades for your performance when enrolled in 4347OL will be awarded in accordance with the M11 Honours mark scheme:

Grade	Mark	GPA
First Class	80-100	7
Second Class Div A	70-79	6
Second Class Div B	60-69	5
Third Class	50-59	4
Fail	1-49	1.5
FNS	No work submitted for assessment	Fail No Submission
RP	Results pending	Awaiting result

Further details of the grades/results can be obtained from: https://www.adelaide.edu.au/student/exams/results-and-grades#what-are-the-current-mark-and-grade-schemes

Final results for this course will be made available through Access Adelaide (https://access.adelaide.edu.au/sa/login.asp)

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 of study. 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 audit students 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 Program reviews.

eSELTs 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

See https://www.adelaide.edu.au/student/ for support with:

- Maths, writing and speaking skills
- Personal counselling for issues affecting study
- Advocacy, confidential counselling, welfare support and advice
- Alternative academic arrangements and adjustments to teaching and assessment due to a disability

International students studying in Australia may also find support at https://international.adelaide.edu.au/global-adelaide

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 Integrity Policy	http://www.adelaide.edu.au/policies/230/
Assessment for Coursework Programs	http://www.adelaide.edu.au/policies/700/
Copyright Compliance Policy	http://www.adelaide.edu.au/policies/2643/
Modified Arrangements for Coursework Assessment	http://www.adelaide.edu.au/policies/3303/
Student Grievance Resolution Process	http://www.adelaide.edu.au/student/grievance/
Academic Progress by Coursework Students	http://www.adelaide.edu.au/policies/1803/