ARCH3313
Archaeology in the Field
(4.5 Units)

Bluff your way in Archaeology

SEMESTER 1, 2012
HANDBOOK

FOR FURTHER INFORMATION CONTACT:
Undergraduate Student Services Unit: Rm 254/256A Humanities
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TOPIC OVERVIEW

Topic Description: ARCH3313 is designed to provide students with practical, hands-on experience working in the field of archaeology. It requires students to undertake a minimum of 120 hours of volunteer work, keeping a log book of their experiences. The volunteer work must be supervised by an eligible person from government agencies, consulting firms, non-government agencies, other university departments, Flinders University, or other groups involved in archaeology (approved in advance by the topic coordinator). The volunteer work performed can be in the form of (but not necessarily limited to) such tasks as participating in field based research projects, laboratory sorting and analysis, and museum or heritage place guide experience. In addition to keeping a log book of their volunteer work, students are required to write a summary of their experiences discussing the skills they have learned and their application within the archaeological discipline, and to present an overview of how their practical experience relates to classroom based learning.

Topic Coordinator: Dr Heather Burke

Contact details: Room 108 Humanities Building
Phone: 08 8201 3795   Fax: 08 8201 2784
Email: heather.burke@flinders.edu.au

Units / Level: 4.5 units / Upper level
Duration: 12 weeks during Semester 1
Class Contact: None. Individual appointments by arrangement if and when needed.

COMMUNICATION WITH TEACHING STAFF

If you need to contact me, I prefer that you use email (this ensures there is a written record of the contact); my email address is heather.burke@flinders.edu.au. Please contact me via email using your usual mail service, rather than emailing us through FLO. I usually respond to email requests within a day of receiving them, unless away on fieldwork. In case of an urgent enquiry you might find it quicker to phone (though this should always be followed up with an emailed written request).

I will also use email and/or FLO to contact you individually, and to send out notes and information to the group, so please make sure that you activate your university email account and check it regularly, as well as checking the FLO site.

ASSESSMENT

Log book and work experience summary (30%): 500-800 word summary + log book (due 13 March)
Reflective essay (50%): 3000 word essay (due 4 June)
Presentation (20%): 15 minute powerpoint (date to be announced)
TEACHING AND LEARNING IN THIS TOPIC

TOPIC WORKLOAD AND CONTACT HOURS

Students will meet with the topic co-ordinator for some scheduled meetings, but most contact for this topic will be independent. I will be available for consultation when required - please just contact me by email to arrange meetings.

Other consultation: By arrangement.

The University expects you to do two hours of learning activities a week during semester for each unit of any topic you take. On average you need to aim for about 9 hours per week independent learning activities in this topic.

TOPIC AIMS AND OBJECTIVES

The aim of ARCH3313 is to develop the students’ critical understanding of archaeology, cultural heritage management, and the experience of working as a professional archaeologist.

The aims of this topic are:

• To provide students with practical experience working in archaeology.
• To introduce students to the range of tasks involved in field based and laboratory based archaeological research.
• To enable students to begin developing a network of archaeological professionals.
• To give students the opportunity to apply their theoretical and classroom based learning in the real world.

On completion of this topic students will be able to:

• Understand the range of tasks that might be required during an archaeological project.
• Understand the skills, knowledge and attitudes of people working in the archaeological field.
• Deploy a range of skills relevant to the volunteer work they have undertaken.
• Orally describe their practical experiences and articulate the relationship between field practice and classroom based learning.

DETAILED OVERVIEW OF ASSESSMENT

Your final mark will be based on your log book, which details the progress and outcomes of your voluntary work placements, a reflective essay that asks you to link what you have learnt during your work experience to wider issues in archaeological practice, and an oral presentation on your work placement.

LOG BOOK AND WORK EXPERIENCE SUMMARY (30%)

Your log book will be assessed in terms of how completely you have filled out the various individual project details forms, and the completeness of the log book – i.e. is every project signed off? Does the log book show evidence that you have thought about the skills that you have learnt? Every one should be able to get an HD for this component, since—provided you have followed the instructions at the beginning of the log book—you should have been doing this all along.

The work experience summary requires you to submit a short overall summary of your total work experience in terms of:

• Which activities were your best or most productive learning experiences and why?
• Which activities were your worst or least productive learning experiences and why?
• How would you go about doing those activities differently if you had to do them again?
• What was most different about your learning experience as a volunteer compared to your learning experience as a student?
Your summary should be between 500-800 words.

REFLECTIVE ESSAY (50%)
A reflective essay makes linkages between aspects of your work experience and your subject discipline. It is designed to encourage you to link what you have learned in the classroom (itself a process that is shaped by particular characteristics of the classroom as a learning environment) with the many other pressures and requirements that are placed on you when you operate in the professional archaeological workplace. Because everyone’s experience will be different, there is no set essay question to help you. Instead, you have the option of choosing to reflect on your overall experience of work placement, or to write a more directed essay focusing on one (or a couple) of key aspects that you found particularly relevant to your workplace learning. For example, you might choose to reflect on the divergences you encountered between how archaeology has been taught to you in classroom situations and the exigencies of actually carrying it out in your volunteer experiences, or you might choose to reflect on the different skills you learnt during volunteer work as opposed to those you’ve already learned in class. Alternatively you might choose to focus on a single event, activity or process that you found to be particularly challenging, or which linked you to wider problems in the practice of archaeology/heritage management or archaeological ethics that you previously had only encountered in class. It doesn’t matter whether you reflect on a wide or narrow range of experiences, provided that you are clear about which direction you chose at the beginning of your essay (i.e. give it a title that explains your reflective approach). Because there is no set question for this, however, you need to obtain approval for your direction from the topic co-ordinator prior to beginning your essay. This is not designed to make the process more complicated, but to ensure that you adopt a strategy that will be sufficient to answering the question well.

You may find that a reflective essay differs slightly from traditional academic writing in that it marshals anecdotal descriptions of specific events to illustrate its points, and it usually adopts a more personal tone. A good reflective essay will have a clear theme and will be more than just a personal narrative that describes what you did and how you felt about it. Rather, it will ask a specific, focused question and come to a conclusion about it based on your personal experiences. It will draw on this experience to interrogate and illuminate larger issues that are relevant to practicing in the discipline of archaeology and make some reference to academic literature on learning, training or professional practice (in archaeology or in general). In other words, you use it to take your experiences and conclusions and generalise them to others and to the discipline in significant ways.

Your essay should be 3000 words.

ORAL PRESENTATION (20%)
Prepare a powerpoint presentation about your volunteer experience and what you learnt from it to be delivered to a small group. The presentation should take 15-20 minutes, for which you should need about 10-15 slides. Although the precise content of the presentation will differ from individual to individual, you could choose to include:

- A title slide
- A summary of your work experience
- An explanation of what you learnt from it
- The best and worst (or most challenging) aspects
- How you found your experience to be relevant to wider archaeological issues or aspects of professional practice.
- What you would do differently, or what situations you would avoid in future.

You will be marked on the actual presentation of the powerpoint and your depth of coverage of your learning experience.

READINGS FOR ARCH3313

RECOMMENDED READINGS
It is difficult to pinpoint a single reading list to cover every individual’s work experiences. The following are some general resources that you might find helpful in relating your personal experience to wider issues in archaeology and workplace learning.
General workplace learning/reflective learning resources


Archaeology workplace learning resources


You might also like to look at:

- http://www.heacademy.ac.uk/hca/archaeology/fieldwork which has some online publications relating to training in archaeology and the relationship between fieldworks and work placements.
- http://www.heacademy.ac.uk/hca/archaeology/RAEJournal/current_issue

USEFUL JOURNALS

There is also a range of journals available through the Flinders Library that you may find it helpful to consult during this topic. Some of the more useful ones include:

- Journal of Workplace Learning
- Journal of Higher Education

USING THE WEB AS A RESOURCE

The World Wide Web is also a rich source of information about heritage places and studies. The Australian Studies library page on the Flinders University web site contains a link to many available electronic resources. The materials available here are constantly increasing in quantity and broadening in nature and scope. You are encouraged to make a critical use of electronic resources and to evaluate the suitability of websites for your study. Not every web page is suitable as a resource for scholarly work. The next time you find a web page that you would like to cite in an assignment, ask yourself the following questions;

- Who wrote/published the web page? Is the person known in the field?
- Are they part of a well-known organisation? Why did they write or publish it?
- Are they trying to sell something, influence your point of view or examine issues?
- When it was last updated? Is the material maintained, or left on the web without alteration?
- Can the information be verified through reputable sources? Does the web page contain information that makes sense in terms of what you have already read on a topic?
• If the page is written by someone in the field, is not trying to sell you something or present only one point of view, and is up to date and factual, then it is probably appropriate to cite it in your assignment. If it does not satisfy any of these criteria, ask yourself if you must use the web page, or if the material could be found elsewhere.

**GRADING IN ARCHAEOLOGY**

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<th>Description</th>
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<td>75–84</td>
<td>Distinction (DN)</td>
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<tr>
<td>65–74</td>
<td>Credit (CR)</td>
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<tr>
<td>50–64</td>
<td>Pass (P)</td>
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<tr>
<td>0–49</td>
<td>Fail (F)</td>
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*High Distinction (HD)*

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level & considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic objectives & passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level. A score in the range of 85–100 will be awarded.

*Distinction (DN)*

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking. A score in the range of 75–84 will be awarded.

*Credit (CR)*

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter. A score in the range of 65–74 will be awarded.
Pass (P)
The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated at least an adequate level of knowledge/understanding/ competencies/skills required for meeting topic objectives and satisfactorily completing essential assessment exercises.

The student would normally have attained an adequate knowledge of matter contained in set texts or reading materials, and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools. A score in the range of 50–64 will be awarded.

Pass is the highest grade which can be achieved in a supplementary assessment granted on academic grounds.

Fail (F)
The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in a topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. A score in the range of 0–49 will be awarded.

WRITTEN WORK SUBMISSION AND COLLECTION

All assignments must include a standard cover sheet. Cover sheets can be obtained from the slat wall next to the assignment lodgement box, level 2 (northwest corner) of the Humanities Building or online at the following address: http://www.flinders.edu.au/ehl/fms/humanities_files/pdf/Humanities%20Assignment%20Cover%20Sheet.pdf.

Please make sure you fill in the cover sheet carefully: it requires you to complete and confirm a number of requests. Appropriate action can be taken for giving false information and your marks may suffer.

Assignments MUST NOT be submitted inside folders, envelopes or plastic coverings. Sheets should be firmly fastened together, preferably by staple.

Assignments must be placed in the Humanities essay box situated on level 2 (northwest corner) of the Humanities Building, by 4.00 pm on the assignment due date. There is also an after-hours essay chute in the Humanities Courtyard, outside of room 133. Assignments will not be accepted at Topic Coordinator or Tutors’ offices. You must keep a copy of your assignment and we suggest you keep a note of the time and circumstances of its delivery to the assignment box.

Written work will normally be returned in lectures/seminars. Any uncollected assignments can be collected from the School Assignment Office, Humanities Room 254 Monday – Thursday 8:30am – 4:15pm.
Please note the Assignment Office is CLOSED ON FRIDAYS.

Please include a stamped self addressed envelope if you wish your assignment to be returned to you by post.

PRESENTATION STANDARDS

Any work you finally hand up should go through a careful process of editing and checking to ensure that it is free of grammatical and spelling errors. Assignments with more than three errors on a page may either be returned unmarked for re-submission or will have the expression errors taken into account in the final grade. Marking of written work will take into account the quality of expression, as well as content. ALL written work must be typed.

In submitting written work, students should note the following points:

(a) Leave a wide margin of 2.5 cm on each margin to allow for marker’s comments.

(b) Write on one side of the page only, and leave at least 1.5 spacing between lines. Generally only work that has been typed will be accepted and marked. There are many computer laboratories available on campus so make sure you know where they are and leave plenty of time to type up your work.
(c) Include the Archaeology cover sheet which shows your lecturer’s name and workshop time as well as essay/assignment title and your name, together with other information. You must fill out the title page according to instructions. It will not be necessary to include an abstract, preface or table of contents for the essays.

(d) Keep a copy of your assignment.

(e) Number each page, staple all together.

(e) Please do not use plastic envelopes. If you do, they will be removed and not returned!

INCLUSIVE LANGUAGE: Please note that the terms ‘Indigenous’, ‘Indigenous Australians’ and ‘Indigenous people’ are now gaining increasing currency as inclusive terms.

GENDER NEUTRAL LANGUAGE: As a part of Flinders University policy, you are also required to use gender neutral language in all written work. Failure to use gender neutral language will be regarded as an expression error and may cause a paper to be returned unmarked for correction. Further guidance on the use of gender neutral language is available in the booklet entitled, ‘How to communicate in gender neutral language’ produced by the Equal Opportunity Unit of the University of South Australia. A copy has been placed on reserve in the library.

REFERENCING IN ARCHAEOLOGY

The Archaeology Department requires students to use the Harvard Author-Date system of referencing. The specifically required Harvard-Author Date referencing system in Archaeology at Flinders University is that used by the journal *Australian Archaeology*; there are copies of this available in the library or for purchase in the bookshop. This means that references should be cited in text by author’s surname, publication year and page (e.g. Smith 1988:45). For three or more authors ‘et al.’ (with italics) should be used after the first surname (e.g. David *et al*. 1994). If multiple references are cited they should be ordered alphabetically and then by publication year, with authors’ names separated by a semicolon (e.g. Appleby 1990:19-25; Childe 1952; David 1988; David and Chant 1995; David *et al*. 1994, 1999; White and O’Connell 1982:42, 50).

We strongly recommend that all students acquire a recent copy of *Australian Archaeology* and photocopy one of the reference lists from any article – this can then be used as a guide for how you should format your references. The following information is copied directly from the ‘Instructions to Authors’ for the journal and should be used as your guide for formatting your reference list.

Type the References starting on a new page. Include all and only those references cited in the paper. Do not cite papers in preparation. Papers may be cited as ‘in press’ where they have been accepted for publication. For general publication categories the format should follow the examples below. Please pay particular attention to capitalisation, punctuation and spacing.

**Journal Articles**


**Book Chapters**


**Books**


**Edited Books**

**Monographs**


**Unpublished Theses**


**Unpublished Reports**


**Internet Resources**


**The difference between a reference list and a bibliography**

A list of sources at the end of an essay is a “Reference List”, not a “Bibliography”. A bibliography is a list of relevant sources about a topic and will include more than the cited references. For a university essay or assignment, unless specified otherwise, you will always be expected to provide a reference list.
Section C – Assessment and Teaching Student Related Policies and Procedures (2012)

1 Preamble
All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity. The University will provide resources to assist students and staff to be aware of their responsibilities. It is expected that academic staff will provide appropriate guidance, support and feedback to assist students to become familiar with the normal academic conventions relevant to their discipline. This policy is consistent with Education at Flinders, the Policy on Research Practice, the Research Higher Degrees Policies and Procedures and the AVCC Universities and their Students: Principles for Provision of Education by Australian Universities.

2 Academic Integrity
2.1 Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.
2.2 Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work and misconduct in examinations.

2.2.1 Plagiarism
Plagiarism is the use of another person's words or ideas as if they were one's own. It may occur as a result of lack of understanding and/or inexperience about the correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading of material or failure to take sufficient care in meeting the required standards. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It may include, but is not restricted to:
• presenting extracts, without quotation marks and/or without appropriate referencing, from books, articles, theses, other published or unpublished works, films, music, choreography, working papers, seminar or conference papers, internal reports, computer software codes, lecture notes or tapes, numerical calculations, data or work from another student. In such cases, it is not adequate merely to acknowledge the source. This applies to material accessed in hard copy, electronically or in any other medium;
• close paraphrasing of sentences or whole paragraphs with or without acknowledgement by referencing of the original work;
• adopting ideas or structures from a source without acknowledgment;
• using source codes and data from other's work without acknowledgement;
• arranging for someone else to undertake all or part of a piece of work and presenting that work as one's own;
• submitting another student's work whether or not it has been previously submitted by that student.

2.2.2 Collusion
Collusion occurs when a student submits work as if it has been done individually when it has been done jointly with one or more other person unless the topic coordinator has indicated that this is acceptable for the specific piece of work in question.

2.2.3 Other breaches of the requirements of academic integrity
Other breaches of the requirements of academic integrity may include:
• fabrication or falsification of data or results of laboratory, field or other work;
• submission of the same piece of work for more than one topic unless the topic coordinator(s) have indicated that this procedure is acceptable for the specific piece of work in question;
• providing another student with the means of copying an essay or assignment.

2.2.4 Breaches of the requirements of academic integrity in examinations
Breaches of the requirements of academic integrity may occur in the examination process and may include, but is not restricted to:
• being in possession of any material or device which contains or conveys, or is capable of conveying, information concerning the subject matter under examination, other than where this is permitted under the University's Assessment Policy or by an examiner;
• directly or indirectly giving assistance to any other student;
• directly or indirectly accepting assistance from any other student;
• permitting a student to copy from or otherwise use another student's papers;
• obtaining or endeavouring to obtain, directly or indirectly, assistance during the examination or giving or endeavouring to give, directly or indirectly, assistance to any other student.

3 Responsibilities
3.1 The University is responsible for:
• providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver Flinders University topics;
• taking steps to ensure consistent and equitable application of this policy;
• taking steps to ensure timely investigation of allegations of breaches of academic integrity;
• providing access to an appeal process;
• maintaining the Academic Integrity Management component of the University website.

3.2 Staff are responsible for:
• being aware of the policies and procedures in relation to academic integrity; providing examples of good academic practice by appropriately acknowledging the work of others in their teaching and research;
• familiarising themselves with the information provided on the Academic Integrity Management component of the University web site;
• providing clear instructions to ensure students are aware of common conventions in relation to expectations of academic integrity, as well as the specific requirements of the disciplines;
• determining whether electronic text matching software is to be used, and if so, complying with the Protocols for the Use of Electronic Text Matching Software (Appendix A);
• providing students with appropriate guidance, learning activities and feedback on academic integrity;
• communicating to students the assessment methods and expectations relating to academic integrity;
• communicating to students the acceptable level of working together and how their work will be individually or jointly assessed;
• designing assessment tasks that minimise the potential for breaches of academic integrity.

3.3 Executive Deans are responsible for:
• ensuring that Heads of Academic Organisational Units (AOU) or nominees understand their responsibilities under this policy;
• taking steps to ensure that the policy is implemented.

3.4 Students are responsible for:
• submitting original work for assessment which meets the requirements of academic integrity;
• informing themselves about the expectations of the University and relevant discipline by utilising the information provided by the University and staff. The University has made available the Academic Integrity Management component of the University web site and electronic text matching software for this purpose;
• taking advantage of the education opportunities provided for education on academic integrity, and seeking additional assistance if required;
• adhering to any instructions given by staff about the acceptable level of working together and how their work will be individually or jointly assessed;
• acknowledging that they are aware of, and have met the requirements of academic integrity, by signing an appropriate statement with all assessed work.

4 Procedures to be followed when a breach of the requirements of academic integrity is alleged to have occurred
4.1 Plagiarism, collusion and other breaches of the requirements of academic integrity
4.1.1 When an assessor believes that a student has breached the requirements of academic integrity, the assessor will ensure that a check is made of the confidential register (refer to clause 6) to determine if the student has previously breached the requirements of academic integrity.
4.1.2 Where an assessor believes that the breach has resulted from a misunderstanding of academic conventions or poor academic practice, the assessor, taking into account any information in the confidential register, must:
- counsel the student about appropriate academic practice; and, either:
- mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- require that the student resubmit the work, in whole or in part, with or without imposing a maximum mark achievable.

A record of the nature of the breach, the action taken and the fact that the student has been advised of appropriate academic practice will be made in the confidential register using the specified proforma.

4.1.3 Where an assessor, after discussing the matter with the student, believes that there has been a breach, which is not the result of a misunderstanding of academic conventions or poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the assessor will supply the Head of the Academic Organisational Unit (or nominee) with the piece of work and a written statement of reasons for the belief that a breach has occurred. If the Head of Academic Organisational Unit (or nominee) is the assessor concerned, he or she will refer the matter to the Executive Dean of the Faculty (or nominee).

4.1.4 When receiving a report of an alleged breach, the Head of Academic Organisational Unit (or nominee) will inform the student in writing of the allegation and will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. Should the student refuse to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.1.5 below.

4.1.5 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action will be chosen, taking into account the extent of the breach, any information in the confidential register and whether or not there are significant extenuating circumstances:
- direct the assessor to mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- follow consultation with the assessor, provide the student with the opportunity to resubmit the work, in whole or in part, with or without imposing a maximum mark achievable; or
- award zero marks for the piece of work in which the breach has occurred; or
- award a Fail grade for the whole topic of which the piece of work concerned is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.1.6 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:
- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student’s name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.4 Breaches of the requirements of academic integrity in examinations
When a student is alleged to have breached the requirements of academic integrity in an examination, the procedures to be followed will be:

4.4.1 At the discretion of the Chief Examination Supervisor, the student will be dismissed from the examination room.
4.4.2 A written report of the incident will be provided to the Head of the relevant Academic Organisational Unit by the Chief Examination Supervisor. The student will be provided with a copy of the report and advised of the possible action that may follow.

4.4.3 After receiving a report of an alleged breach of academic integrity in an examination, the Head of Academic Organisational Unit (or nominee) will ensure that a check is made of the confidential register to determine if the student has previously breached the requirements of academic integrity. The Head of Academic Organisational Unit (or nominee) will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. If the student refuses to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will proceed to determine, on the evidence available, what action to take in accordance with sub-clause 4.4.4 below.

4.4.4 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action may be selected, taking into account the extent of the breach, information in the confidential register and whether or not there are significant extenuating circumstances:

- award zero marks for the examination; or
- award a Fail grade for the whole topic of which the examination is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.4.5 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

5 Appeals

5.1 A student who wishes to appeal against the action taken against them by a Head of Academic Organisational Unit (or nominee) or a Higher Degrees Committee, as the result of an allegation of a breach of the requirements of academic integrity, may appeal to the Student Appeals Committee unless the matter has been referred to the Vice-Chancellor under the terms of Statute 6.4 Student Conduct in which case the provisions of that statute apply.

5.2 An appeal to the Student Appeals Committee must be lodged with the Director, Academic and Student Services within 20 working days of the date of the notification of the decision. Such an appeal may only be made on one or more of the following grounds: the appropriate policy was not adhered to or correct procedures were not followed in considering the matter; the decision was made without due regard to facts, evidence or circumstances; the action taken was too harsh.

The Director, Academic and Student Services will acknowledge receipt of the appeal within 10 working days.

5.3 The appeal must: be accompanied by a copy of the letter which the student has received from the Head of Academic Organisational Unit (or nominee) or Higher Degrees Committee about the decision made as a result of the allegation of a breach of the requirements of academic integrity; indicate the grounds for the appeal and provide evidence in support of the case for the appeal; and specify what outcome is being sought.

6 Recording of breaches of this policy

6.1 A confidential register will be maintained by the Director, Academic and Student Services.

6.2 Assessors, Heads of Academic Organisational Units (or nominees), or Higher Degrees Committees, must inform the Director, Academic and Student Services, using the specified proforma, of all breaches of the requirements of academic integrity which are reported to them under the provisions of Clauses 4.1, 4.2, 4.3 and 4.4 above and which have been substantiated.

6.3 The Director, Academic and Student Services will ensure that the information detailed in the proforma is recorded in the confidential register.
6.4 The secretary to the Student Appeals Committee or of any committee or board set up under the provisions of Statute 6.4 Student Conduct must ensure that the record in the confidential register of breaches of the requirements of academic integrity reflects the outcome of an appeal.

6.5 Where an allegation of a breach of the requirements of academic integrity is found to be substantiated this information will not be printed on student academic transcripts.

6.6 Requests from staff for information contained in the confidential register will be made in writing to the Director, Academic and Student Services.

6.7 Students will be entitled to have access to any entries relating to them in the confidential register.
## ACADEMIC CALENDAR 2012

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Commencing</th>
<th>Census Date</th>
<th>Public Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td></td>
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<tr>
<td>Orientation</td>
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<td>Week 3</td>
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<td>Adelaide Cup 12/3/12</td>
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<tr>
<td>Week 4</td>
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<td>Week 5</td>
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<td>Census Date 31/3/12</td>
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<tr>
<td>Week 6</td>
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<td>Easter 6/4 - 9/4/12</td>
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<tr>
<td>Mid Semester Break</td>
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<tr>
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<td>Week 13</td>
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<td>Week 14</td>
<td>11 June</td>
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<td>Queen's Birthday 11/6/12</td>
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<tr>
<td>Assessment</td>
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<td><strong>SEMESTER 2</strong></td>
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<tr>
<td>Week 1</td>
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<td>Labour Day 1/10/12</td>
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<tr>
<td>Week 9</td>
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<td>Week 14</td>
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<td>Assessment</td>
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<tr>
<td>Assessment</td>
<td>19 November</td>
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## CRITICAL DATES 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Semester 1 Topics</strong></td>
<td></td>
</tr>
<tr>
<td>Friday 9 March</td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td>Saturday 10 March</td>
<td>Last day to pay Semester 1 up-front student contribution amounts and tuition fees.</td>
</tr>
<tr>
<td><strong>Saturday 31 March</strong></td>
<td><strong>Census Date</strong></td>
</tr>
<tr>
<td></td>
<td>Last Day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td>Friday 11 May</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 15 June</td>
<td>Last day to withdraw (WF)</td>
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<tr>
<td><strong>Semester 2 Topics</strong></td>
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</tr>
<tr>
<td>Friday 3 August</td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td>Friday 10 August</td>
<td>Last day to pay Semester 2 up-front student contribution amounts and tuition fees.</td>
</tr>
<tr>
<td><strong>Friday 31 August</strong></td>
<td><strong>Census Date</strong></td>
</tr>
<tr>
<td></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td>Friday 5 October</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 9 November</td>
<td>Last day to withdraw (WF)</td>
</tr>
<tr>
<td><strong>Non-Semester Topics</strong></td>
<td></td>
</tr>
<tr>
<td>Last date to enrol</td>
<td>Last day of teaching or Census Date, whichever date is earlier.</td>
</tr>
<tr>
<td>Census Date</td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td></td>
<td>The day after 20% of combined teaching and assessment period has elapsed, unless this day falls on a weekend, in which case the Census Date will be the following Monday.</td>
</tr>
<tr>
<td>Last day to withdraw without failure</td>
<td>2/3 through the teaching period for the topic or the Census Date, whichever date is later</td>
</tr>
<tr>
<td>Last day to withdrawal</td>
<td>Last day of teaching or last day to withdraw without failure, whichever date is later</td>
</tr>
</tbody>
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