School of Humanities

ARCH8016

SUCCESSFUL TENDERING

TOPIC INFORMATION

2011
If, for whatever reason you have received your study materials after the semester commencement date, you may be able to negotiate an extension on your first assignment with your Topic coordinator/lecturer. However, please be aware that you will need to submit your final assignment by the submission date as stated in this Topic information booklet (see ‘Key dates’). If you consider that this will prove too difficult then you do have the option of withdrawing from the topic.

You must withdraw from a topic prior to census date to ensure a fee is not incurred. However, before making this decision, please contact your Topic coordinator/lecturer to discuss the situation.

The information in this booklet is necessary for successful study in the topic. Therefore, you are expected to read all the information in this booklet prior to commencing study and refer to it as necessary.
Dear Student,

Welcome to ARCH8016 Successful Tendering. This topic is designed to equip you to be a professional consultant in the field of cultural heritage management. It assumes that you, the tenderer, are qualified in a relevant discipline such as archaeology or anthropology, and have a consulting business. Ultimately, tendering is a business practice. Most of you will not already have your own business, and it is not within the scope of the topic to teach you business basics. However, through the six modules of the topic you will learn some of the principles that assist in running a good business, and most importantly, what you need to know if you are in a position to bid for a tender.

This topic will develop student appreciation of the tender process and what range of information is required in a tender submission document. Students will be expected to demonstrate their understanding of the tender process by developing a complex tender submission for a project in cultural heritage.

The FLO discussion board is a good vehicle for asking questions because it allows everyone to be part of the conversation—if you are confused or worried about something, chances are that other people are confused or worried about it too. If you ask on the discussion board, then everyone can find out the answer.

There are several assessable activities in this topic that will enable you to rehearse the ideas and practices that you will need to incorporate into your main task—the preparation of a tender response for a cultural heritage project. Before you start any assessment task, however, you should make sure that you have read the assignment parameters in this Topic information booklet (which will specify the word length and due date for each piece) and the detailed information of what is required from each piece that is contained in the separate Study guide/workbook meaning that each piece of assessable work is linked to a particular unit of work with wider readings, activities, and specific topic materials) so you should only attempt each assignment in order as you work through the guide. You cannot complete each assignment by only using the information included in this Topic information booklet.

As you do each unit, it is recommended that you:

- read the Study guide/workbook (either the in print or online), completing the requisite activities as you go. Before you begin the topic you should read both this booklet and scan through the Study guide/workbook to familiarise yourself with the structure and delivery mode of this topic.
- refer to the textbook and additional readings when instructed to do so.

A master checklist of all activities and assessable tasks can be found near the beginning of the Study guide/workbook. You can use this to ensure that you have completed each section. Also, included on the FLO site for this topic is a study chart that will help you to plan your overall progress in this topic. It is based on the idea of you completing the Study guide/workbook units weekly, but you can vary this to suit your own time schedule.

For further information or clarification about any of the assessable components, workbook exercises, or the overall study programme for this topic, please contact the Topic Coordinator. If I am not available when you call, please send an email and I will get back to you as soon as I can.

Dr Mick Morrison
Topic Coordinator
Location
School of Humanities
Flinders University
Humanities Building
Humanities Road
Bedford Park SA 5042

Telephone (Topic Coordinator)
(08) 8201 5906 direct

Fax
(08) 8201 2784

Email
mick.morrison@flinders.edu.au

FLO site address
https://flo.flinders.edu.au/

The Topic Coordinator prefers to be contacted via: Email

Please note: If you cannot contact your Topic Coordinator, please telephone the Flexible Delivery Unit on (08) 8201 33 51, or email seds.flexdel@flinders.edu.au

Note: International prefix (+61 8)

Important information
Please note: This topic may be taught by someone other than the Topic coordinator. If so, you will receive a Topic lecturer information letter either with this study package or shortly afterwards. Please refer to this letter and contact your designated lecturer for all matters concerning this topic. Your lecturer's name must be included on your Assignment cover sheet.

Topic coordinators/lecturers may be contacted during normal semester dates.

Check and update your personal details
Accurate personal details are a requirement of enrolment and in some cases are required by the Commonwealth Government for statistical purposes.

Check and update all personal information in the Student Information System ‘My details’ menu including address, phone, emergency contact, citizenship and residency, cultural and disability details. Ensure your details are correct and kept up-to-date at all times.
INFORMATION ABOUT THIS TOPIC

TOPIC OUTLINE

ARCH8016 Successful Tendering

Value of topic: 4.5 units
Offered in semester 1 and again in semester 2, 2011

Prerequisite
Postgraduate standing

Awards serviced by this topic
Graduate Certificate in Archaeology
Graduate Diploma in Archaeology
Master of Archaeology
Graduate Diploma in Cultural Heritage Management
Master of Cultural Heritage Management
Graduate Diploma in Maritime Archaeology
Master of Maritime Archaeology

Study materials provided for this topic
Study guide/workbook (contains each module and more detail on your assignments) Because the Study guide/workbook provides the structure for the topic, you should follow the modules in order and read it closely, since a lot of information about each assignment (and the principles behind each) is included to help you.

Readings (contains copies of required readings which students must read to supplement the information provided in the Study guide/workbook) Copies of readings are also provided where possible as eReadings through the Library.

CD-ROM (contains general readings and supplementary materials as well as tender briefs and other documents necessary for completion of assignments 1-4)

TOPIC DESCRIPTION

Through the workshops, assignments and readings, students will be introduced to the fundamentals of writing good tender responses. From the initial project brief, you will be taken through the process, from addressing the selection criteria, to working out appropriate methods, and constructing a budget. The major assessment is the submission of a tender response. You will also learn about the social and economic environment of tendering, and what you should if your tender submission is successful—or unsuccessful.
TEXT AND REFERENCES (AVAILABLE FROM UNIBOOKS)

Text
There is no set text for this topic.

Unibooks
Unibooks supplies text and reference books for all topics at Flinders and has a worldwide, online search and order facility: [http://www.unibooks.com.au](http://www.unibooks.com.au)

For more information email: flinders@unibooks.com.au

Locations and contact details

Central campus
Telephone: (08) 8276 8464
Fax: (08) 8374 2289

Sturt campus
Telephone: (08) 8201 3473
Fax: (08) 8201 3297

Flinders Medical Centre
Telephone: (08) 8177 0978
Fax: (08) 8177 0978

Note: International prefix (+61 8)

Please note: Students outside Australia should refer to online information at: [http://www.flinders.edu.au/ehlt/distance-education/information-for-current-students/textbooks/textbooks_home.cfm](http://www.flinders.edu.au/ehlt/distance-education/information-for-current-students/textbooks/textbooks_home.cfm)

General readings (where possible, PDFs within supplementary materials)

Department of Finance and Administration Asset Management Group 2006, Selling to the Australian government. A guide for business, Australian Government Department of Finance and Administration, Canberra. [Available online]


Other learning resources

ONLINE INFORMATION AND DISCUSSION
Course information is available on our distance education website at:

Flinders Learning Online (FLO)
Students are required to access FLO for the website for this topic for ongoing interactive information and communication (site is available one week before the start of semester). Some topics require students to regularly communicate with Topic Coordinators, upload assignments and participate in interactive discussion as part of the assessment process. It is essential that students regularly check their topic websites on FLO.

Student portal iFlinders
Address: http://i.flinders.edu.au
iFlinders is the online portal for students. It includes access to your Flinders email, FLO, enrolment records, campus news and library account.

Login: Flinders Access Name (FAN)—this is an alphanumeric combination of the first 4 letters of your surname and 4 numbers. It is also your Flinders email address, for example, abcd1234@flinders.edu.au

Password: Your password is the same one you used during enrolment.
If you cannot login to iFlinders or your email you may need to activate your FAN at: https://www.flinders.edu.au/fan/activate.php
iFlinders and FLO have links to the student helpdesks. Follow these if you have difficulty logging in or have forgotten your password.
If you continue to have difficulties using FLO, please email us at: fdu@flinders.edu.au

KEY DATES
A table outlining the topic structure and key dates is printed on the back of this Topic information. Please refer to it for important information regarding due dates for assignments.
INFORMATION ABOUT ASSESSMENT

ASSESSMENT SUMMARY

Assignment 1—Legal fact sheet
Unsupervised
Graded
Weighting: 10%
Length: 1-2 A4 Pages
Due date: 4 pm Friday May 6

Assignment 2—Professional status fact sheet
Unsupervised
Graded
Weighting: 10%
Length: 1-2 A4 Pages
Due date: 4 pm Friday May 13

Assignment 3—Company profile critique
Unsupervised
Graded
Weighting: 10%
Length: 700 words
Due date: 4 pm Friday May 20

Assignment 4—Tender evaluation
Unsupervised
Graded
Weighting: 10%
Length: See Topic Workbook, Module 5
Due date: 4 pm Friday June 3

Assignment 5—Tender response
Unsupervised
Graded
Weighting: 60%
Length: Follow instructions in set brief on CD
Due date: 4 pm Friday June 10
DETAILS OF ASSESSMENT

Assignment 1—Legal fact sheet

Many professionals and businesses bid for tenders, yet it is surprising how few have a good understanding of their legal obligations. You will not be one of them! The aim of this assignment is to research a piece of legislation or an area of law, and produce a fact sheet (no more than 1-2 A4 pages). The legislation you will be reviewing is not concerned solely with tendering situations; therefore you must make sure you only include information that is relevant to tendering. The fact sheet should include:

• your name
• the full name of the legislation and the year (if relevant)
• the numbers of any relevant section of the legislation (if relevant)
• a summary of the main points of the legislation (if relevant) or of the area of law
• a brief explanation of how it applies to tendering
• any other relevant points.

You will be assigned one of the following topics:

• Trade Practices Act 1974 (http://www.accc.gov.au/content/index.phtml/itemId/3653)
• The Copyright Act 1968 and intellectual property (http://law.anu.edu.au/colin/)

Assignment 2—Professional status fact sheet

In order to be a competitive tenderer, your business needs to have a number of processes and systems in place, and should conform to professional standards of behaviour. This assignment explores some of these issues. Like assignment 1, you will research and produce a fact sheet no more than 1-2 A4. The fact sheet should include:

• your name
• the subject (e.g. insurance, ISO)
• a brief description of what it is
• what it costs (if relevant)
• where you find it (if relevant)
• how you demonstrate it (if relevant)
• a brief description of the main issues in relation to tendering
• any other relevant information

You may choose one of the following:

• Insurance (professional indemnity and public liability)
• ISO certification (quality assurance)
• Occupational health and safety
• Probity
• Confidentiality

Some resources are given in the reading list, but you are free to find your own (keeping in mind that you must use web sources critically). Do not just cut and paste from websites—this is plagiarism. Some students like to format their fact
sheets as brochures, and you are absolutely welcome to do this. Use Harvard referencing as for the previous assignment.

Assignment 3—Company profile critique

For this assignment, you will compare and contrast the online company profiles of two consulting firms in Australia. How have they presented themselves? If you were a potential client, what would you look for? The previous assignments will have given you a good idea of some of the critical features of running a consulting business of this type.

Choose one from this list:

And one from this list:

Answer the following questions about each company:
1. Do they list their insurances on the website? If so, what cover do they have?
2. Do they have ISO certification? If not, do they describe any other means of quality assurance?
3. Do they have detailed information about their staff? If so, what kinds of information do they provide about each person?
4. What professional or other associations are their staff members of?
5. Are qualifications listed for their staff? What are they?
6. In what areas do they undertake work? For example, Indigenous heritage, historic heritage, maritime heritage, Native Title, GIS, dispute resolution, historical research, consultation, other.
7. Do they list projects on which the company has worked? What is their range of clients? What would you say is their area of core business?
8. What are the main similarities and differences between how the companies present themselves?

9. If you were a client, which company would you prefer? For what reason?

The assignment should be approximately **700 words**. If you are unable to access the internet to complete this assignment, please contact your topic coordinator.

**Assignment 4—Tender evaluation**

Assignment 4 is an evaluation of one of the tender responses created by another student in the topic. The tender response for evaluation will be emailed to you by the topic coordinator at the start of week 12. Your evaluation of the tender response must be emailed back to the topic coordinator (or posted on FLO) by the end of week 12. The worksheet used to complete assignment 4 is available on CD-ROM and in the *Study guide/workbook*.

**Note:** if you cannot access the internet, please let your topic coordinator know as soon as possible as you will need to evaluate your own tender for this assignment.

**Assignment 5—Tender response**

As a basis for completing the tender response, you will choose one of six project briefs from the folder on the CD, and a company that you are employed by: ideally this will be one of the companies you looked at for your critique assignment. Imagine you have just joined the company and the Director has asked you to prepare the bid. You are working on the project, so you will write yourself into the proposal.

The project for which tenders are requested is a generic cultural heritage survey. The tender includes selection criteria, methodology, timetable, budget, curriculum vitae and company profile. As well as gaining experience in responding to a request for tender, this provides a great opportunity for you to learn how to produce a professional CV. Using your own CV as a basis, create a CV that will be attached to the tender proposal.

Important points to keep in mind while preparing your tender response:

- spell-check **and** proof read your assignment before submitting
- avoid separating headings from their text, that is, they should not be on different pages
- if you have a table or a box, keep it all on one page—don’t allow it to go over more than one page
- avoid repeating information
- back up all statements with examples—use examples from the company you have chosen, but you may need to be creative and invent appropriate examples to suit each selection criterion
- if the company website does not provide sufficient examples for you to use for all the selection criteria, use projects from another company
- if a signature is required, make sure you put something in
- make sure that you don’t mix up possessives and plurals
- in your CVs, the most recent qualifications and publications should go first
- make sure you have **filled in all boxes and responded to all questions**.
SUBMISSION AND RETURN OF ASSIGNMENTS

Post or email
You can send in your assignments in one of two ways—by post or as an email attachment. Do not send your assignments by both methods.

Post
All assignments are to be submitted by the due date to:
Assignments Officer
Flexible Delivery Unit
Faculty of Education, Humanities, Law and Theology
Flinders University
GPO Box 2100
Adelaide SA 5001
When sending your assignments by post, it is important to:
• number the pages and staple them together. Do not use pins or paper clips as these catch on other assignments in the sorting and mailing process, and your assignment could be lost.
• attach an Assignment cover sheet, completed in full, to the front of each of your assignments. Make sure you include your ID number. Do not send assignments directly to the Lecturer.

Email
Address: seds.flexdel@flinders.edu.au
When sending your assignment as an email attachment, please send it to the Assignments Officer not to the Topic Coordinator/Lecturer. Be sure to include all the information required on the Assignment cover sheet including page numbers. Unless you are using Microsoft Word, save the document as a text file (.txt).
You will need to give documents a unique name. Please do not name your document something like ‘assignment 1’ or ‘communication assignment’. The convention for naming of a document is:
Topic code–Your name–Assignment number.doc
Please attach your Assignment cover sheet which is available on your Flinders Learning Online (FLO) website.

GENERAL INFORMATION RELATING TO ASSESSMENT
The study materials for our topics have been developed by academic staff who are experts in their fields. These materials are intended to be the primary source of information for your study and we expect to see this reflected in your assignments and other submitted work. We encourage you to draw upon other sources in your studies, but we expect that you will exercise critical judgment in selecting information from those sources. Although the Internet provides ready access to a vast array of information and opinion, this is of highly variable quality and its use as a source for scholarly study requires considerable caution.

Note: Word length must be within 10% of the stated word length requirement.
Students should refer to the Flinders University Student related policies and procedures manual for detailed information on grading and assessment.
The Flinders University’s policy on assessment allows students to negotiate possible changes to assessment details. Should you believe that you are disadvantaged with respect to the assessment methods for this topic you should, in the first instance, contact the Lecturer-in-charge. Web address: http://www.flinders.edu.au/students/current

Penalties
Penalties to be applied if deadlines are not met include 10% loss of marks for each working day overdue.

Extensions
It is appreciated that during the course of a topic, you may experience professional pressures, family pressures, or an illness which may affect your studies. It could also be that topic materials may have been received after the start of semester due to late enrolment. If you have a genuine reason for an assignment extension:

- make a written request via email to the Topic Coordinator/Lecturer, indicating your reason/s for requiring an extension. This is the person nominated either by an accompanying letter with your study package or as printed in this booklet.
- include supporting documentary evidence with the request.
- await written confirmation from the Topic Coordinator/Lecturer who will contact you to discuss your particular circumstances.

For extensions beyond four weeks
Extensions beyond four weeks will only be granted in extenuating circumstances.

Resubmission
A failed paper may be resubmitted once only. A resubmitted paper will only be graded Fail or P. Students should contact their Lecturer and refer to the ‘Statement of assessment methods’ in this booklet.

Academic integrity
All students need to become familiar with using a referencing system, as the use of other people’s information without acknowledging the source of that information is a breach of academic integrity, which can have serious consequences. For further information, go to: http://www.flinders.edu.au/teaching/quality/aims/aims_home.cfm

On your FLO topic list page, all students have access to a site called ‘Academic Integrity at Flinders’. This includes information on identifying and avoiding plagiarism.

SafeAssign
If you are unsure whether or not your written work may too closely resemble your source material, there is a web-based program available via Flinders University which may assist you to reduce unintentional plagiarism.

Flinders University is providing the opportunity for all enrolled students to use a text-matching software program called SafeAssign. If you put forward an assignment to this program it will match the text from that assignment against an archive of over 8 billion Internet documents and other assignments submitted by Flinders University students. **Please note: SafeAssign is not a program to submit your assignment through. Refer to ‘Submission and return of assignments’ above for assignment submission instructions.**
SafeAssign generates a report which tells you the percentage of matching text. SafeAssign reports cannot be seen by other students or faculty staff but may be viewed for statistical purposes by the Student Learning Centre staff administering the program.

**Referencing**

The Department of Archaeology requires all assignments to use an adaptation of the Harvard (author-date) referencing style that is used by *Australian Archaeology* (the official journal of the Australian Archaeological Association Inc.). For more information about this style including examples please refer to their website: [http://www.australianarchaeologicalassociation.com.au/notes](http://www.australianarchaeologicalassociation.com.au/notes)

The Student Learning Centre page on the Flinders University website has further information to help with writing your assignments: [http://www.flinders.edu.au/current-students/slc/](http://www.flinders.edu.au/current-students/slc/)

**Points to consider when writing an assignment**

- Read the assignment details carefully and underline the key aspects that need to be addressed.
- Before submitting the assignment re-read the assignment details and check that you have in fact addressed all the points that have been mentioned.
- Use an academic style of writing including an introduction and conclusion. The introduction should outline the approach to be taken and the conclusion summarises the argument and leaves the reader with something to think about. Paragraphs should follow sequentially with the first sentence of each paragraph indicating the main theme of the paragraph to provide the reader with an idea of the author’s intention or to act as an introduction. Writing should be succinct and coherent, synthesising the reading material with personal interpretation.
- Ensure that you have met and not exceeded the word count.
- Use the academic terminology relevant to the topic.
- Avoid the use of the first person in an academic paper unless requested to in the assignment details.
- Format with double spacing with a **3 centimetre or 1 inch margin**.
- If using abbreviations, use the expanded version in the first instance accompanied by the abbreviation and then just the abbreviation after that, for example, curriculum-based evaluation (CBE).
- Proof-read and edit work before submission.
- Provide a variety of sentence starters rather than repeating the same over.
- References should be on a separate page titled References.
- Check that all citations in the text are detailed in the reference section. Only references cited in the text should be detailed in the reference section. Page numbers must be cited when using a direct quotation.
- Avoid overuse of quotations (no more than about 5% of word length). Quotations should be used sparingly.
STATEMENT OF ASSESSMENT METHODS—2011

Students' attention is drawn to the Student Related Policies and Procedures Manual (http://www.flinders.edu.au/ppmanual/student.html), which outlines the University’s Assessment Policy.

Topic number and title: ARCH8016 Successful Tendering

Date on which this statement was provided to students: Week 1

Duration of topic: 1 semester

School responsible for topic: School of Humanities

Topic Coordinator: Dr Mick Morrison

Telephone number of Topic Coordinator: (08) 8201 5906

Expected student workload*
(http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): 4.5 per week

* Indicative only of the estimated minimum time commitment necessary to achieve an average grade in the topic. Expected student workload should be based on the standard student workload of approximately 30 hours of student time commitment per unit.

Expected learning outcomes

On completion of this topic students will be able to:

• demonstrate awareness of how the tender process is relevant to professional practice in their discipline
• critically assess the logistical, financial and skill requirements for a project based on a tender document
• write a complex tender submission, demonstrating that they have understood the requirements of the tendering agency/organisation
• prepare a complex budget and time frame, and demonstrate they understand the relationship between resourcing possibilities and constraints

Details of assessable work in the topic. (Optional forms of assessment, where permitted, are also detailed):

<table>
<thead>
<tr>
<th>Format of each form of assessable work</th>
<th>Proportion of total marks</th>
<th>Deadline for submission#</th>
<th>Penalties to be applied if deadline is not met</th>
<th>Date work is expected to be returned to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal fact sheet</td>
<td>10%</td>
<td>Friday of week 8</td>
<td>Possible failure of topic.</td>
<td>Within 4 weeks of submission</td>
</tr>
<tr>
<td>Professional status fact sheet</td>
<td>10%</td>
<td>Friday of week 9</td>
<td>10% loss of marks for each working day overdue.</td>
<td></td>
</tr>
<tr>
<td>Company profile critique</td>
<td>10%</td>
<td>Friday of week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tender evaluation</td>
<td>10%</td>
<td>Friday of week 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tender response</td>
<td>60%</td>
<td>Friday of week 13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extensions may be granted by a topic coordinator where the following criteria apply:

- the student has made a written request for an extension prior to the due date for the assessment item;
- the student has justified the request on the basis of unforeseen individual circumstances that are reasonably likely to prevent completion of the assessment by the specified due date.

**Students should keep a copy of all submitted assignments.**

The criteria for successful completion of the topic (including, where appropriate, the achievement of a certain minimum level of competence in both the theoretical and practical components of the topic and details of special requirements concerning particular elements or aspects of the topic such as attendance/participation requirements, group activity) are as follows:

**Submission of all assignments**

Preparation of tender submission using the application form with all sections completed and demonstrating an understanding of what is required.

**Detection of Breaches of Academic Integrity**

Staff may use a range of methods (including electronic means) to assist in the detection of breaches of academic integrity. In addition, the University makes available for staff and student use the electronic text matching software application—*SafeAssignment*.

Will the electronic text matching software application *SafeAssignment* be used?: **No**

Will scaling procedures be used in determining marks for each piece of work or for determining the final topic grade?: **No**

May assessment exercises be resubmitted after revision for re-marking?: **Yes**

The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows:

If the student fails an assignment, the work may be resubmitted and a pass grade given.

Students who believe that their ability to satisfy the assessment requirements for this topic has been or will be affected by medical, compassionate or other special circumstances and who want these circumstances to be taken into consideration in determining the mark for an assessment exercise may apply to the Topic Coordinator of the topic for special consideration. The preferred method of application is: an email containing a statement of circumstances with supporting documentation, e.g. doctor’s or counsellor’s certificates. Students must keep a copy of confirmation of extensions granted.

Supplementary assessment for this topic may be approved on the following grounds:

- **Medical/Compassionate**—a student who is unable to sit or remain for the duration of the original examination due to medical or compassionate reasons may apply for supplementary assessment. If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary examination, or from submitting by the agreed deadline a
supplementary assessment exercise, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

• Academic—a student will be granted supplementary assessment if he/she:
  – achieves an overall result in the topic of between 45 and 49%, (or between 40 and 49% where a student obtains a fail grade in the last 12 units required for completion of a course) or the equivalent where percentage marks are not awarded;
  – has completed all required work for the topic;
  – has met all attendance requirements; and
  – obtains at least a pass level grade in any specific component of assessment (other than an examination) for the topic where this is explicitly stated to be a formal requirement for the successful completion of the course or topic.

If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

A student with a disability, impairment, or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a topic on the basis of his/her disability may make a request to the Topic Coordinator or the Disability Advisor as soon as practicable after enrolment in the topic. Any such reasonable adjustments must be agreed in writing between the student and the Topic Coordinator and must be in accordance with related University policy. A student who is dissatisfied with the response from the Topic Coordinator or with provisions made for reasonable adjustments to teaching or assessment methods may appeal in writing to the Faculty Board.

Dr Mick Morrison 14 Feb 2011
Topic Coordinator Date
CONTACTING FLINDERS UNIVERSITY

Whenever you contact staff at Flinders University always quote your student identity (ID) number. This number can be found on your Enrolment Form, Confirmation of Enrolment notices, HECS-HELP or PALS notices and result notifications.

ENROLMENT SERVICES

Contact the Enrolment Services Office for all administrative matters related to enrolment and lodgement of forms, addition of and withdrawal from topics, leave from study, change of address or name and transcript requests.

Telephone 1300 360 351 or (08) 8201 3950
Fax (08) 8201 2580
Email enrolment.services@flinders.edu.au
Note: International prefix (+61 8)
Website http://www.flinders.edu.au/enrolling/

STUDENT FINANCE SERVICES

Contact Student Finance Services for all administrative matters related to fee payments and enquiries.

Telephone 1300 360 351 or (08) 8201 3143
Fax (08) 8201 2580
Email fees@flinders.edu.au
Note: International prefix (+61 8)
Website http://www.flinders.edu.au/enrolling/fee-information/index.cfm

ACADEMIC ENQUIRIES

Contact the Course Coordinator for academic enquiries related to your course, sequence of studies, course requirements and credit for previous study.

Contact with lecturers can be made during the normal semester dates. Where students are studying outside of the semester, lecturers are not normally available.

ASSIGNMENT AND GENERAL ENQUIRIES

Assignment enquiries should be directed to:

Flexible Delivery Unit
Telephone (08) 8201 3351
Note: International prefix (+61 8)
Email seds.flexdel@flinders.edu.au

CHANGE OF ADDRESS OR NAME

If you change your address or name, do not include advice with your assignment.
You can change most personal contact details via the Student Information System at: https://stuadmin.flinders.edu.au/login/t1tbmain.asp
LIBRARY SERVICES/Flexible Delivery Library Service

Please refer to your Flinders Learning Online (FLO) website. The Library icon is located on the homepage. This includes information on the Flexible Delivery Library Service.

The Flexible Delivery Library Service provides support to Flinders University students who are studying externally or by other flexible means and live outside the Adelaide metropolitan area. The service provides access to a wide range of library materials and services including; supplying books and articles, arranging student cards; advising on reciprocal borrowing rights with other university libraries; and reference and help services for students who live outside of the Adelaide metropolitan area. **Please note:** books cannot be shipped outside of Australia.

Most articles and documents can be accessed electronically using full-text online periodicals. We ask that you try to access full-text online materials before submitting requests to the document delivery service for scanning of hardcopy materials. It may be that you are able to access similar material electronically.

**Telephone** 1800 625 856 or (08) 8201 2435
**Fax** (08) 8201 3916
**Email** distlib@flinders.edu.au

*Note: International prefix (+61 8)*
ASSIGNMENT COVER SHEET

An Assignment cover sheet needs to be attached to each assignment.

Full name:
Address:

Postcode:
Email (if applicable):

Please fill in all details clearly and staple to the front of each assignment.

Forward to:  Assignments Officer
Flexible Delivery Unit
Faculty of Education, Humanities, Law and Theology
Flinders University
GPO Box 2100
Adelaide SA 5001
Email: seds.flexdel@flinders.edu.au

Student ID

Topic code: Due date:
Assignment number: Lecturer:

Assignment topic as stated in Topic information:

Student’s comments to Lecturer:

I hereby certify that the work submitted on the attached paper is entirely my own unless otherwise acknowledged, and that this work has not been submitted by me for any other topic.

Signed  Date

Office use

<table>
<thead>
<tr>
<th>Date received from student</th>
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_____________________________       _________________________
Signed                          Date

Office use
Date received from student  |  Assessment/grade | Lecturer | Recorded and dispatched
_________________________    |                |          |
**KEY DATES—SEMESTER 1, 2011**

Click in the table (Content/Work due) and fill in details of work to be covered including assignment due dates, for example, *Assignment 1 due Friday 18 March*. **Do not** at any stage delete the **Week and Dates. Highlight and delete this message.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content/Work due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb–4 March</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7–11 March</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14–18 March</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>21–25 March</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28 March–1 April</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4–8 April</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11–22 April</td>
<td><strong>Midsemester break (2 weeks)</strong></td>
</tr>
<tr>
<td>7</td>
<td>25–29 April</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2–6 May</td>
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<tr>
<td>9</td>
<td>9–13 May</td>
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<tr>
<td>10</td>
<td>16–20 May</td>
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</tr>
<tr>
<td>11</td>
<td>23–27 May</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30 May–3 June</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>6–10 June</td>
<td></td>
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<tr>
<td>14</td>
<td>13–17 June</td>
<td><strong>Swot/Teaching</strong></td>
</tr>
<tr>
<td>15</td>
<td>20–24 June</td>
<td><strong>Assess/Exam/Swot</strong></td>
</tr>
<tr>
<td>16</td>
<td>27 June–1 July</td>
<td><strong>Assess/Exam</strong></td>
</tr>
</tbody>
</table>
### Key Dates—Semester 2, 2011

Click in the table (Content/Work due) and fill in details of work to be covered including assignment due dates, for example, *Assignment 1 due Friday 5 August*. **Do not** at any stage delete the Week and Dates. Highlight and delete this message.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content/Work due</th>
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<tbody>
<tr>
<td>1</td>
<td>25–29 July</td>
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</tr>
<tr>
<td>2</td>
<td>1–5 August</td>
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<tr>
<td>3</td>
<td>8–12 August</td>
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<tr>
<td>4</td>
<td>15–19 August</td>
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<tr>
<td>5</td>
<td>22–26 August</td>
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</tr>
<tr>
<td>6</td>
<td>29 August–2 Sept</td>
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</tr>
<tr>
<td>7</td>
<td>5–9 September</td>
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<tr>
<td>8</td>
<td>12–16 September</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19–30 September</td>
<td><em>Midsemester break (2 weeks)</em></td>
</tr>
<tr>
<td>9</td>
<td>3–7 October</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10–14 October</td>
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<tr>
<td>11</td>
<td>17–21 October</td>
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</tr>
<tr>
<td>12</td>
<td>24–28 October</td>
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<tr>
<td>13</td>
<td>31 October–4 Nov</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7–11 November</td>
<td><em>Swot/Teaching</em></td>
</tr>
<tr>
<td>15</td>
<td>14–18 November</td>
<td><em>Assess/Exam/Swot</em></td>
</tr>
<tr>
<td>16</td>
<td>21–25 November</td>
<td><em>Assess/Exam</em></td>
</tr>
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</table>