ARCH 8018: Introduction to Cultural Heritage Management
(4.5 Units)

Semester 1, 2011

TOPIC HANDBOOK

For further information please contact:
Kerry Ludwig
Professional Practice and Postgraduate Services Office
Room 215 Humanities Building
Flinders University
Phone: 08 8201 2637  Fax: 08 8201 2784
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Topic Coordinator</td>
<td>3</td>
</tr>
<tr>
<td>Communicating with Teaching Staff</td>
<td>3</td>
</tr>
<tr>
<td>Class Contact Times and Attendance Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Flinders Learning Online (FLO)</td>
<td>3</td>
</tr>
<tr>
<td>Office Opening Hours</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Learning in this Topic</td>
<td>4</td>
</tr>
<tr>
<td>Topic Description</td>
<td>4</td>
</tr>
<tr>
<td>Topic Aims and Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Assessment</td>
<td>5</td>
</tr>
<tr>
<td>World heritage list research and referencing exercise</td>
<td>5</td>
</tr>
<tr>
<td>Heritage survey report critique</td>
<td>6</td>
</tr>
<tr>
<td>Take home test</td>
<td>8</td>
</tr>
<tr>
<td>Teaching Schedule</td>
<td>9</td>
</tr>
<tr>
<td>Readings for ARCH8018</td>
<td>10</td>
</tr>
<tr>
<td>Required text</td>
<td>10</td>
</tr>
<tr>
<td>Additional recommended texts</td>
<td>10</td>
</tr>
<tr>
<td>Weekly lecture readings</td>
<td>10</td>
</tr>
<tr>
<td>Weekly tutorial topics and readings</td>
<td>14</td>
</tr>
<tr>
<td>Library resources</td>
<td>16</td>
</tr>
<tr>
<td>Journals</td>
<td>16</td>
</tr>
<tr>
<td>Grading in Archaeology</td>
<td>17</td>
</tr>
<tr>
<td>Written Work Submission/Collection</td>
<td>18</td>
</tr>
<tr>
<td>Presentation Standards</td>
<td>18</td>
</tr>
<tr>
<td>Referencing in Archaeology</td>
<td>19</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>20</td>
</tr>
<tr>
<td>Assessment and Teaching/Student Related Policies and Procedures 2011</td>
<td>21</td>
</tr>
<tr>
<td>Academic Calendar 2011</td>
<td>28</td>
</tr>
<tr>
<td>Critical Dates</td>
<td>29</td>
</tr>
<tr>
<td>Statement of Assessment Methods 2011</td>
<td>31</td>
</tr>
</tbody>
</table>
INTRODUCTION

TOPIC COORDINATOR

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Dr Alice Gorman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Room 269 Humanities Building</td>
</tr>
<tr>
<td>Consultation times:</td>
<td>Monday 10.00 – 12.00 pm</td>
</tr>
<tr>
<td>Phone:</td>
<td>08 8201 2803</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Alice.Gorman@flinders.edu.au">Alice.Gorman@flinders.edu.au</a></td>
</tr>
</tbody>
</table>

COMMUNICATING 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). I will usually respond to email requests within 48 hours of receiving them, unless I am away on fieldwork. I will also use email and/or FLO to send out notes and information to students, so please make sure that you activate your university email account and check it regularly. In case of an urgent enquiry you might find it quicker to phone me (though this should always be followed up by an emailed written request); in case of emergency contact the Professional Practice and Postgraduate Services Office.

CLASS CONTACT TIMES AND ATTENDANCE REQUIREMENTS

ARCH8018 requires students to attend a one-hour lecture each week, in addition to a one-hour tutorial. The lecture will be held on Monday afternoons from 3-4 pm in Social Sciences North Room 102, whilst students will attend ONE tutorial session, either Tuesday 3 pm or 4 pm or Monday 4 pm. Please note that lectures commence in week 1, whilst tutorials commence in week 2. During the one-hour tutorial session, students will break into small groups and work through the weekly discussion questions, exercises and activities.

The University expects you to do 30 hours of learning for every unit of any topic you take – since ARCH8018 is a 4.5 unit topic, you are expected to do approximately 135 hours of learning for it. This translates to an average of 9 hours per week for the 13 weeks of semester as well as the two weeks of mid-semester break. This means that in addition to the 2 hours of class time you have for ARCH8018 you are expected to do approximately 7 hours of additional work per week. The additional work may involve background reading in preparation for the weekly seminars and tutorials, reviewing your lecture notes and completing the set assessment tasks.

Attendance of at least 80% of the classes in ARCH8018 is required. While marks are not given for attendance, attendance is required to qualify for completing the topic. Anticipated absences from any sessions must be discussed with the co-ordinator prior to the absence. Unsatisfactory attendance may lead to a reduction of grade, including a fail grade. Additional written work may be required following an absence.

FLINDERS LEARNING ONLINE (FLO)

Some of the course materials (eg weekly powerpoints) in this topic will be delivered to students through the Flinders ARCH8018 FLO site and you will be expected to utilise the resources provided through it. You can access FLO using your FAN and password from the FLO homepage (http://flo.flinders.edu.au).

PROFESSIONAL PRACTICE AND POSTGRADUATE SERVICES OFFICE OPENING HOURS

The PPPS Office is open Monday to Friday from 9 am to 5 pm in Room 211-215 of the Humanities Building; please feel free to contact Kerry Ludwig in this office with any general enquiries you may have.
TOPIC DESCRIPTION

Units and Level: Graduate 4.5 units
Duration: 13 weeks, Semester 1, 2011
Class Contact: 1 x 1 hour lecture, Mondays 3-4pm (SSN102)
1 x 1 hour tutorial, Tuesdays 4-5 pm OR 5-6 pm (HUMS112)

Please note that seminars commence in Week 1 and tutorials commence in week 2

This topic provides students with an overview of cultural heritage management with a world perspective. Lectures will examine the theory and management of Indigenous, historical and maritime sites, as well as built heritage and cultural landscapes. Issues examined will include charters, heritage organisations, concepts of significance, ethics, professional responsibilities and heritage interpretation.

TOPIC AIMS AND OUTCOMES

ARCH8018 is aimed at graduate students who have not previously studied the undergraduate topic ARCH2108 Cultural Heritage Management A, or whose primary qualification is in an area other than archaeology. It aims to:

1. Introduce students to the theory and practice of cultural heritage management;
2. Introduce students to the socio-political debates that surround cultural heritage management and the ethics of engagement with this as an archaeologist;
3. Provide students with opportunities to apply theoretical knowledge to practical case studies; and
4. Develop students’ critical thinking skills, both as individuals and as members of a group.

Upon completion of this subject students should be able to:

1. Understand the major categories of cultural significance and how they apply to sites;
2. Identity the relevant pieces of legislation that relate to the management of places of cultural significance in Australia;
3. Understand how the legislation and relevant codes of practice (particularly the Burra Charter) are used in conjunction to protect and maintain places of heritage significance;
4. Assess the cultural heritage significance of a place or site and understand the application of the Burra Charter to such a process; and
5. Critically evaluate the role of cultural heritage significance and its management in contemporary society.
ASSESSMENT

One WHL research & referencing exercise 10% (due by 4 pm, Tuesday 22 March)
One 3500 word critique of a heritage survey report 30% (due by 4 pm, Tuesday 17 May)
One take-home test 40% (due by 12 noon, Tuesday 7 June)

Please note the following critical piece of information:
- ALL pieces of assessment must be submitted in order to pass the topic
- The take home test MUST be submitted within one day of the submission date in order to pass the topic
- At LEAST 80% of classes must be attended in order to be eligible to pass the topic
- You must spell-check AND PROOF-READ all your assignments before submission.

Instructions for each of the assessment tasks are provided below to give you an idea of the justification behind each assessment task and what you will be required to do.

WORLD HERITAGE LIST RESEARCH AND REFERENCING EXERCISE (10%, due by 4 pm, 22 March)

During the Week 2 tutorial, students will be allocated a heritage place (located outside Australia) inscribed to the World Heritage List for its cultural values (the WHL is available online at http://whc.unesco.org). This place will be the focus for two components of assessment:
(1) an informal oral presentation about the WH place to colleagues during the Week 4 tutorial session
(2) submission of a typed list (in the correct format for archaeology) of references relevant to the allocated WH place.

Informal verbal report
Students should prepare an informal verbal report on their world heritage place to be presented to a small group of your fellow students during the Week 4 tutorial; it should take you about 10 minutes to describe your place to your colleagues and to answer any of their questions about it. You should be prepared to tell your colleagues the following sorts of information about the place:
- What it is called and in which country it is located
- When the place was inscribed on the WHL (and when, if any, amendments / extensions / additions to the original listing occurred)
- Which cultural criteria the place is recognised for
- A general description of the place
- Any major issues and concerns relating to the place

Reference list
The reference list MUST INCLUDE at least twenty (20) published, written documents (such as journal articles, books or book chapters from an edited volume) that provide information about the allocated WH place. Students are required to submit their list of references via the usual procedure for written work by 4 pm on Tuesday 22 March. Students who do not provide at least 20 suitable references will lose marks; marks will also be deducted for failure to reference in the correct manner for archaeology. The references must also be relevant. Consult the handbook for the correct formal, which follows that used by the journal Australian Archaeology.

The purpose of this exercise is to:
1. Provide students with an awareness of the range & diversity of places on the WHL;
2. Provide students with an awareness of cultural heritage values at the world heritage level;
3. Ensure students familiarise themselves with the on-line resources of the UNESCO World Heritage website;
4. Develop the ability of students to conduct library based research about heritage places;
5. Improve the referencing abilities of students; and
6. Provide students with the opportunity to verbally present information in an informal, small group setting.
CRITIQUE OF HERITAGE SURVEY REPORTS (30%, due by 4 pm, 17 May)

Students are required to prepare a 3500 word written critique of two reports from a list (see below) of designated heritage survey reports. Choose one report from the first list and one from the second to compare and contrast. This assignment is due by 4 pm on Tuesday 17 May.

As will be discussed in lectures, cultural heritage reports are produced in order to provide information about the existence, or possibility of existence of heritage places within a designated ‘survey’ area. Any heritage survey report (whether it is produced by a professional or community member, in this state or elsewhere) should include an introduction which explains the purpose of the study, the boundaries of the study area and who was involved in the study. It should include descriptions of the study area, the methodology, relevant legislation, the consultation process, what information sources were utilised and the criteria used to assess significance. Finally, there should be a ‘results’ section, which lists the places that have been identified through the study, a statement of the significant values for each place and recommendations for their conservation and management.

There are many hundreds of reports available on heritage places within South Australia, and these reports vary greatly in their quality. If you go on to establish a career in heritage or archaeology, at some stage you will be required to either commission, produce, review or act on the findings of a heritage survey report. Subsequently, this assignment is designed to help you develop a better understanding of heritage reports, by requiring you to critically assess whether a specified heritage report adequately identifies and assesses heritage places and issues within its respective study area, and whether it provides appropriate recommendations.

It would be useful for you to look at a range of heritage reports before deciding which particular report you are going to critique – this will help you gain an idea of what the standard components of such a report are, as well as make you aware of the highly variable quality of reports produced. Hundreds of heritage survey reports are available in the Flinders Library (http://voyager.flinders.edu.au/) and State Library of SA (http://www.catalog.slsa.sa.gov.au/screens/opacmenu.html) and can be located by doing a keyword search of the respective catalogues using the terms ‘heritage’ and ‘survey’.

The first heritage survey report you critique for your assignment should be chosen from the following list. These reports are all over ten years old and come from various states.

• City of Noarlunga. n.d. Noarlunga Heritage Study (Survey and Compilation by Lester Firth & Murton Pty Ltd). Planet Publications, St Agnes. <p 720.994 N743>
• DEP. 1991. Heritage of Kangaroo Island. Report prepared for Department of Environment and Planning, South Australia. <f363.69 H547h>

All of these reports have been placed in the reserve collection of the Flinders Central Library; most of them are also available through the SA State Library in the city centre.

The second survey report should be chosen from the following list. These are more recent and reflect changing legislative environments and standards. In comparing reports from different eras, and about different types of heritage, you should gain an understanding of both the underlying principles in heritage management and how circumstances have an effect on standards and procedures.
The most important thing to remember when writing a critique is that it should not just be a summary of the information presented in the reports – if I want to know this I will read the reports myself. What I am interested in is your opinion about the quality of the reports – you should be aiming to critically assess, criticise (and this can be positive or negative), evaluate and compare the various aspects of the reports. You will need to make reference to ‘best practice’ in surveys and reports by citing references such as Pearson and Sullivan (1995), Aplin (2002) and other relevant texts.

Following are some specific points you might want to address in your critique:

- How recently were the surveys conducted? This might have implications for the legislative requirements or considerations, & for considering what the state of ‘best practice’ in heritage management was at the time.
- Who undertook the surveys? Was it by a professional or a community member/group? What was the disciplinary expertise of the person(s) who undertook the surveys? Did this have a bearing on the nature of the reports and what they considered the most significant places to be?
- Is there a clear and detailed statement of the terms of reference of the surveys (why it was undertaken and what its goals were)? How comprehensive was the study designed to be? (For example, was it only interested in buildings of a particular era or type, or in all heritage places within a defined area, or only Indigenous places?) Over what period of time was the survey conducted (one day, two weeks, two years)? Were any limitations to the study clearly identified? Are the boundaries of the study area clearly explained?
- Were stakeholders identified? Is there a clear and detailed account of the level of consultation (if any) undertaken with relevant stakeholders? How might this have been done differently if it was not adequate?
- Is there a clear methodology section that enables you to ascertain how the survey was carried out? Do you think it was carried out in an appropriate manner, given the aims of the survey? If not, how could it have been done differently?
- Is there any indication that relevant databases and registers were consulted during the survey? If so, which ones? What sorts of other sources (eg photographic collections, newspapers, libraries, map collections etc) were consulted during the study? Are there any obvious gaps in the research? Was sufficient research carried out to enable the heritage significance of the place to be determined?
- Is there a clear description of the heritage place(s)?
- Is the heritage significance of the place clearly described and supported by the background evidence presented? Does the report clearly explain the criteria used for the heritage significance? Is any reference to relevant charters or legislation provided?
- Has the place(s) been considered in a comparative context at the regional, state or national level?
- Does the author provide appropriate information about relevant legislative considerations?
- Are recommendations well considered and practical?
- Is the report well structured, with clear headings and a logical order?
- Was a glossary necessary, and if so, was one provided?
• Have clear and accurate maps, at appropriate scales, been included? Are any maps / photographs / illustrations / plans clearly labelled and relevant to the text?
• Is the report adequately referenced?

You can structure the critique however seems best to you, keeping in mind that I expect a clear introduction and conclusion. It is best to use headings and subheadings to structure the assignment. Also keep in mind that you MUST read more widely than simply the two heritage reports. For example, you might want to find out more information about the places or sites they discuss, or refer to other reports of a similar nature (these may be from this list or others that you locate yourself). Use at least 10 references including the two reports.

The reports will of course be very different. What did you learn from comparing them? How would you do things differently, if at all? Do the reports reflect the standards of the time? Are they appropriate for the project brief? I am interested in your opinions; however you must back these up with evidence.

TAKE HOME TEST (40%, due by 12 noon 7 June)

At the end of the Week 12 tutorial session for this topic students will be given a take home test. While you will have one week to complete the test, it should only take you approximately 3 hours to complete it. The test for ARCH8018 will comprise three sections:

(a) 50 multiple choice questions
(b) 25 short answer questions
(c) 4 extended answer questions

Students will be required to answer all questions in all three sections of the test. Questions will be drawn from the weekly readings, lectures and guest lecturer presentations. In order to prepare for the test, you should take notes from the weekly lectures, and read everything you can from the reading list. It will be much easier for you to do this on a week-by-week basis, rather than cramming it all into the final week.

The test should be submitted directly to Michelle Szep in the assignment submission office (room 256, Humanities Building) so it can be date and time stamped – for every hour the test is late, 2% will be deducted. If the test is more than one day late it will not be accepted and you will fail the topic.
## TEACHING SCHEDULE

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Type</th>
<th>Lecturer</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>L</td>
<td>ACG</td>
<td>Overview of topic; housekeeping; Introduction to CHM</td>
</tr>
<tr>
<td>1</td>
<td>1 March</td>
<td></td>
<td></td>
<td><strong>No tutorial - tutorials commence in week 2</strong></td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>L</td>
<td>ACG</td>
<td>Heritage charters; Non-government organisations</td>
</tr>
<tr>
<td>2</td>
<td>8 March</td>
<td>T</td>
<td>AP</td>
<td>Heritage and identity in Australia</td>
</tr>
<tr>
<td>3</td>
<td>14 March</td>
<td></td>
<td></td>
<td><strong>No lecture – Adelaide Cup</strong></td>
</tr>
<tr>
<td>3</td>
<td>15 March</td>
<td>T</td>
<td>AP</td>
<td>A day in the life of a heritage manager</td>
</tr>
<tr>
<td>4</td>
<td>21 March</td>
<td>L</td>
<td>AJ</td>
<td>International case study: Cultural heritage management in Mexico</td>
</tr>
<tr>
<td>5</td>
<td>22 March</td>
<td>T</td>
<td>AP</td>
<td>World Heritage List presentations</td>
</tr>
<tr>
<td>6</td>
<td>28 March</td>
<td>L</td>
<td>ACG</td>
<td>Introduction to heritage legislation including commonwealth</td>
</tr>
<tr>
<td>5</td>
<td>29 March</td>
<td>T</td>
<td>AP</td>
<td>Archaeological survey and excavation permits</td>
</tr>
<tr>
<td>6</td>
<td>4 April</td>
<td>L</td>
<td>AP</td>
<td>Non-SA state and territory legislation</td>
</tr>
<tr>
<td>6</td>
<td>5 April</td>
<td>T</td>
<td>AP</td>
<td>Heritage in the News: Legislation in practice</td>
</tr>
<tr>
<td>-</td>
<td>11 April</td>
<td></td>
<td></td>
<td><strong>Mid-semester break</strong></td>
</tr>
<tr>
<td>-</td>
<td>18 April</td>
<td></td>
<td></td>
<td><strong>Mid-semester break</strong></td>
</tr>
<tr>
<td>7</td>
<td>25 April</td>
<td></td>
<td></td>
<td><strong>No lecture – ANZAC day</strong></td>
</tr>
<tr>
<td>7</td>
<td>26 April</td>
<td>T</td>
<td>ACG</td>
<td>Understanding the Burra Charter (video)</td>
</tr>
<tr>
<td>8</td>
<td>2 May</td>
<td>L</td>
<td>HC</td>
<td>SA State heritage legislation</td>
</tr>
<tr>
<td>8</td>
<td>3 May</td>
<td>T</td>
<td>ACG</td>
<td>TBA</td>
</tr>
<tr>
<td>9</td>
<td>9 May</td>
<td>L</td>
<td>ACG</td>
<td>Documenting heritage places; Heritage survey reports</td>
</tr>
<tr>
<td>9</td>
<td>10 May</td>
<td>T</td>
<td>AP</td>
<td>Resources in heritage research</td>
</tr>
<tr>
<td>10</td>
<td>16 May</td>
<td>L</td>
<td>ACG</td>
<td>Significance and levels of heritage</td>
</tr>
<tr>
<td>10</td>
<td>17 May</td>
<td>T</td>
<td>AP</td>
<td>Understanding statements of significance</td>
</tr>
<tr>
<td>11</td>
<td>23 May</td>
<td>L</td>
<td>ACG</td>
<td>Cultural landscapes</td>
</tr>
<tr>
<td>11</td>
<td>24 May</td>
<td>T</td>
<td>AP</td>
<td>Understanding cultural landscapes: Kakadu National Park and Uluru- Kata Tjuta Case Studies</td>
</tr>
<tr>
<td>12</td>
<td>30 May</td>
<td>L</td>
<td>ACG</td>
<td>Heritage planning and Conservation Management Plans (CMPs)</td>
</tr>
<tr>
<td>12</td>
<td>31 May</td>
<td>T</td>
<td>AP</td>
<td>Assessing the quality of management plans</td>
</tr>
<tr>
<td>13</td>
<td>6 June</td>
<td>L</td>
<td>ACG</td>
<td>Consultation and community involvement</td>
</tr>
<tr>
<td>13</td>
<td>7 June</td>
<td>T</td>
<td>ACG/AP</td>
<td>Thinking outside the square in heritage management: Adaptive re-use</td>
</tr>
</tbody>
</table>

Note that this schedule may change owing to availability of guest lecturers.
REQUIRED TEXT (Available for purchase from Unibooks)

The set textbook for ARCH8018 in 2011 is:


Students are strongly encouraged to purchase this textbook, though copies will be available for borrowing through the Central Library collection; additional readings will also be made available as PDFs through FLO and the Central Library website.

ADDITIONAL RECOMMENDED TEXTS

In addition, students are strongly recommended to purchase the following texts:


- Pearson, M. and S. Sullivan 1995 *Looking after Heritage Places: The basics of heritage planning for managers, landowners and administrators*. Melbourne: Melbourne University Press. [This was the set textbook in previous years; it is now out of print, however if you can find a copy it is well worth purchasing.]

WEEKLY LECTURE READINGS

Copies of many of the weekly readings can be found in either the Flinders University Central Library reserve collection or on the ARCH8018 FLO pages. Students are strongly recommended to read the specified readings below in advance of attending the weekly lecture.

WEEK 1 LECTURE – INTRODUCTION TO CULTURAL HERITAGE MANAGEMENT


WEEK 2 LECTURE – HERITAGE CHARTERS; NGOS


Cosgrove, C. and S. Marsden 2005 *Challenging Times: National Trust of South Australia 50th Year History*. (Chapter 1 – The lead up to 1955, pp. 1-24; Chapter 7 – Agenda for the Future, pp.155-184)


WEEK 4 LECTURE – CULTURAL HERITAGE MANAGEMENT IN MEXICO


WEEK 5 LECTURE – INTRODUCTION TO HERITAGE LEGISLATION INCLUDING THE COMMONWEALTH LEGISLATIVE FRAMEWORK;


WEEK 8 LECTURE – THE SOUTH AUSTRALIAN LEGISLATIVE FRAMEWORK


Students should familiarise themselves with the following pieces of legislation:

- *Heritage Places Act 1993*
- *Aboriginal Heritage Act 1988*

WEEK 9 LECTURE – DOCUMENTING HERITAGE PLACES; HERITAGE SURVEY REPORTS


WEEK 10 LECTURE – SIGNIFICANCE AND LEVELS OF HERITAGE

Byrne, Denis, Brayshaw, Helen and Tracy Ireland 2001 *Social significance. A discussion paper*. Sydney: NSW National Parks and Wildlife Service

DEH 2005 *Heritage criteria and thresholds* (Factsheet #17). Canberra, Dept of Environment and Heritage. [Available through FLO Week 8 Lecture Readings]


**WEEK 11 LECTURE – CULTURAL LANDSCAPES**


**WEEK 12 LECTURE – HERITAGE PLANNING AND CMPs**


**WEEK 12 LECTURE – CONSULTATION AND COMMUNITY INVOLVEMENT; THE HERITAGE OF SPACE EXPLORATION**


WEEKLY TUTORIAL TOPICS AND READINGS

WEEK 2 TUTORIAL – HERITAGE AND IDENTITY IN AUSTRALIA

Topics for discussion:

- What are some of the iconic heritage places in Australia?
- What do you consider the national Australian identity to be? How important is ‘the outback’ in constructing Australia’s national identity? If you had to choose just one place to represent the national identity, what would you choose?
- Describe some examples whereby Aboriginal heritage has been adopted as a part of Australia’s national identity. How does might this impact on the construction of Aboriginal identity as opposed to Australian identity?


WEEK 4 TUTORIAL – WORLD HERITAGE LIST

During the seminar this week students will be divided into small groups and required to discuss with their group members the World Heritage Place they were allocated.

Additional background reading that may be of general interest to students includes:


WEEK 5 TUTORIAL – ARCHAEOLOGICAL SURVEY AND EXCAVATION PERMITS

During this week’s tutorial students will be provided with copies of the different state permit applications and required to work through them using the worksheet.

WEEK 6 TUTORIAL – HERITAGE IN THE NEWS: LEGISLATION IN PRACTICE
During this week's tutorial students will be provided with a number of case studies drawn from recent newspaper articles and asked to consider the relevant legislation and main issues. There is no specific background reading required for this session, however, students will find it very difficult to complete this session without having first attended the week 6 lecture.

**WEEK 9 TUTORIAL – RESOURCES IN HERITAGE RESEARCH**

During the seminar this week students will engage in a practical, hands-on exercise designed to demonstrate how archival and documentary sources may be used in heritage-based research, and some of the biases that may exist in such sources.

**WEEK 10 TUTORIAL – UNDERSTANDING STATEMENTS OF SIGNIFICANCE**

Students will be provided with a description and historical background of a place on the Register of the National Estate. Working in pairs, based on the information provided students will have to develop a statement of significance for the place they have been assigned.

Students will be required to use the same documents provided to them in this class for the Week 11 seminar session.

**WEEK 11 TUTORIAL – UNDERSTANDING CULTURAL LANDSCAPES: ULURU-KATA TJUTA AND KAKADU NATIONAL PARK CASE STUDIES**

Uluru-Kata Tjuta National Park was one of the first properties inscribed to the World Heritage List as a ‘cultural landscape’ and like its counterpart, Kakadu National Park embodies what is meant by cultural landscape values. In the seminar this week we consider Uluru and Kakadu case studies in order to better understand what is meant by this concept. Before attending this seminar students should read at least one of the following articles:


**WEEK 12 TUTORIAL – ASSESSING THE QUALITY OF MANAGEMENT PLANS**

Students will be provided with copies of two management plans, one of higher quality and one of lower quality. During the class they will be expected to compare and contrast the two plans.

**WEEK 13 TUTORIAL – THINKING OUTSIDE THE SQUARE IN HERITAGE MANAGEMENT: ADAPTIVE REUSE**

Working in small groups students will be required to brainstorm ideas for the adaptive reuse of a series of heritage listed places. Prior to attending this session students should familiarise themselves within the following text:

LIBRARY RESOURCES

There are many other books held in the Flinders Library collection, as well as the State Library of SA that are of direct relevance to issues explored within ARCH2108. Students are encouraged to familiarise themselves with these resources and utilise them accordingly.

Students should also be aware of the South Australian Heritage Branch Library which is located on the ground floor of ANR House, 1 Richmond Road Keswick, and can be visited by individuals between the hours of 9 am and 5 pm during weekdays. To arrange a visit please phone the librarian on (08) 8124 4960 a few days in advance of your intended visit.

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:

- AACAI Newsletter
- Antiquity
- Australian Archaeology
- Conservation and Management of Archaeological Sites
- Historic Environment
- International Journal of Heritage Studies
- Journal of Cultural Heritage
- Journal of Social Archaeology
- Journal of Tourism and Cultural Heritage
- Public Archaeology
- Tourism Management
- World Archaeology

You can also access an enormous range of other electronic resources via the University library website (and therefore never have the excuse of being unable to find journal articles or relevant research materials again. Sorry!). You can either do this through the computers provided in the library, or through your own computer at home. Because you may want to download and print an article though, it may be best to do this at home.

You will find many of the main library resources for archaeology at this library guide:

http://flinders.libguides.com/archaeology
**GRADING IN ARCHAEOLOGY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>85–100</td>
<td>High Distinction (HD)</td>
</tr>
<tr>
<td>75–84</td>
<td>Distinction (DN)</td>
</tr>
<tr>
<td>65–74</td>
<td>Credit (CR)</td>
</tr>
<tr>
<td>50–64</td>
<td>Pass (P)</td>
</tr>
<tr>
<td>0–49</td>
<td>Fail (F)</td>
</tr>
</tbody>
</table>

**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 a 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 written work for submission to Archaeology should be placed in the Assignment Box at the top of the stairs (in the NW corner, ie closest to the Library) on the first floor of the Humanities Building, by 4 pm on the due date.

Written work will generally be returned in workshops, or will be available from the Assignment Return Office (Room 256, Humanities Building) two weeks after the first attempt is made to return the work during class. The opening hours for the Assignment Return Office are specified on the cover sheets, as well as on the door to Room 256.

If you are away when work is returned, or for assignments marked after the end of the teaching period in Semester 1, you may have work posted to you by supplying administrative staff with a stamped, self-addressed envelope. Postage will vary with the size of the assignment, but as a guide 20 x A4 sheets (up to 125 g) will cost $1 to post within Australia, from 125 g the cost is $1.45, and over 250 g the cost is $2.45.

**PRESENTATION STANDARDS**

Marking of ALL written work will take into account the quality of expression, as well as the content. 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.

In submitting written work for ARCH8018, students should note the following points:

(a) Leave a 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 numerous computer labs available on campus, including in the Central Library.

(c) Include the Archaeology cover sheet which shows your lecturer’s name, as well as essay/assignment title and your name. 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 essay.
(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. This means avoid using ‘man’, ‘mankind’ and similar terms. 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.

SPELL-CHECKING AND PROOF READING IS ESSENTIAL.

REFERENCING IN ARCHAEOLOGY

The Archaeology Department requires students to use the Harvard Author-Date system of referencing. One of the easiest ways for students to get an idea of what this generally involves is to pick up one of the handouts from the Student Learning Centre (or check out their website at http://www.flinders.edu.au/SLC/ref.html). The specifically required Harvard-Author Date referencing system in archaeology is that utilised by the journal Australian Archaeology; there are copies of this available in the library or for purchase in the bookshop. We strongly recommend that all students pick themselves up a recent copy 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. Note that you should use a RECENT copy, not one of the old format with the orange cover.

Remember that if you download a journal article from the library, THIS DOES NOT MAKE IT A WEBSITE. You should cite it as if you had accessed the actual printed journal. This goes for all pdf documents downloaded from the web.

The correct format for a reference list entry is:

Journal Articles


Book Chapters


Books


Monographs


Unpublished Reports

Internet Resources

---

**ACADEMIC INTEGRITY**

The University’s policies can be found in Section C of the 2011 Student Related Policies and Procedures Manual (see below) and they are also summarised in the Enrolment Guide, as well as available online. These policies refer to various forms of academic dishonesty, including dishonesty in examinations, plagiarism, falsification of data, and giving and accepting assistance in a piece of assessed individual work. According to University policy, plagiarism consists of using another person's words or ideas as if they were your own. It can take the following forms:

- Presenting substantial extracts from books, articles, theses, other published or unpublished works and other students’ work, without clearly indicating the origin of those extracts with quotation marks and references such as footnotes.
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work.
- Quoting directly from a source and failing to insert quotation marks around the quoted passages. In such a case, it is not adequate merely to acknowledge the source.
- 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.
- Two or more students separately submitting the same piece of work on which they have collaborated, unless the Lecturer-in-charge has indicated that this procedure is acceptable for the specific piece of work in question.

Staff in the Archaeology Department take a very serious view of academic dishonesty. Of special concern is the failure in written assignments to acknowledge that words or ideas taken from another person are in fact the work of that other person. Students working in pairs or in ‘study groups’ need to take particular care that any collaboration does not extend to the actual writing of individual assignments unless the lecturer in the topic has indicated that this is what is required or permissible. Several students have already been warned, and in some instances penalised, for failing to adhere to the standards set out in the University policy. Conveners of topics may report serious cases to the Examinations Board. Students who continue to plagiarise may fail the topic or face exclusion from the School or the University.

All students at Flinders University should complete the Academic Integrity on-line training program available through FLO to ensure they are fully conversant with the relevant policies and guidelines. The FLO Academic Integrity site contains:

- a definition of academic integrity and its importance
- tips on how to avoid plagiarism
- tips on how to avoid collusion
- tips on how to avoid being accused of academic dishonesty
- examples

It is the responsibility of every student enrolled at Flinders University to ensure they are fully aware of the relevant policies and guidelines. If you are in doubt about what constitutes academic dishonesty, speak up early!

Section C – Assessment and Teaching
Student Related Policies and Procedures - 2011

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 Universities Australia’s ‘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

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

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

Executive Deans are responsible for:
• ensuring that School Deans or nominees understand their responsibilities under this policy;
• taking steps to ensure that the policy is implemented.

3.4 Students

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 been reported as having 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 Dean of the School (or nominee) with the piece of work and a written statement of reasons for the belief that a breach has occurred. If the Dean of the School (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 Dean of the School (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 Dean of the School (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 Dean of the School (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

- following 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 Dean of the School (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.
4.2 Breaches of the requirements of academic integrity with respect to a thesis – allegations made by a supervisor or other member of the University.
(For the purposes of this policy a thesis includes the research component of a postgraduate coursework award and a research higher degree thesis.)

4.2.1 When a supervisor believes that a student has breached the requirements of academic integrity, the supervisor will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity.

4.2.2 Where a supervisor believes that the breach has resulted from a misunderstanding of academic conventions or accepted research practices or from poor academic practice, the supervisor, taking into account any information in the confidential register, will: counsel the student about appropriate academic and research practices. A record of the nature of the breach and the fact that the student has been advised of appropriate academic and research practices will be made in the confidential register using the specified proforma.

4.2.3 Where a supervisor, after discussing the matter with a student, believes that there is a breach, which is not the result of a misunderstanding of academic conventions or research practices, or from poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the supervisor will supply the Dean of the School (or nominee) with a written statement of reasons for the belief that a breach has occurred. If the Dean of the School (or nominee) is the supervisor concerned, the matter will be referred to the Executive Dean of the Faculty (or nominee).

4.2.4 When receiving a report of an alleged breach the Dean of the School (or nominee) will inform the student in writing of the allegation and seek written comments on the allegation from the student within 21 days. The Dean of the School (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 Dean of the School (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.2.5 below.

4.2.5 The Dean of the School (or nominee) will determine whether the student has breached the requirements of academic integrity, and the extent of the breach.

The Dean of the School (or nominee) will determine either:
- that the student has not breached the requirements of academic integrity; or
- that the student has breached the requirements of academic integrity, but that it is not in respect of a substantial component of the thesis; or
- that the student has breached the requirements of academic integrity, and that it is in respect of a substantial component of the thesis.

4.2.6 The relevant Faculty committee will consider the determination of the Dean of the School (or nominee), any information in the confidential register, any written comments on the allegation from the student and whether or not there are significant extenuating circumstances, in selecting one of the following courses of action:
- that the student’s candidature be permitted to continue unconditionally;
- that the student’s candidature be permitted to continue subject to such conditions as the committee may impose;
- that the student’s candidature be transferred to another appropriate degree (for example, a PhD or MD student be transferred to a masters degree);
- that the student’s candidature be terminated, with a recommendation as to whether the student should be permitted to reapply within a specified period of time;
- that the matter be referred to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

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

4.2.7 The Secretary of the relevant Faculty committee 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.

4.3 Breaches of the requirements of academic integrity with respect to a thesis - allegations by examiners of theses.

(For the purposes of this policy a thesis includes the research component of a postgraduate coursework award and a research higher degree thesis.) The following procedures will apply when one or both examiners of a thesis allege that a student has breached the requirements of academic integrity.

4.3.1 After receiving a report of an alleged breach of the requirements of academic integrity, the relevant Faculty committee will inform the student in writing of the allegation and provide the supervisor and student with copies of the examiners’ report(s). In this process the examiners’ identities shall not be revealed to the student.

4.3.2 The Chair of the relevant Faculty committee will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity. The relevant Faculty committee will seek written comments from the student and the supervisor on the examiners’ report(s) 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 relevant Faculty committee may choose to delegate the responsibility to interview the student to a sub-committee. The student may be accompanied at the interview by a student or staff 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 relevant Faculty committee will determine, on the evidence available, what recommendation to make in accordance with sub-clause 4.3.3 below. The relevant Faculty committee may seek from the examiners clarification of the examiners’ comments.

4.3.3 The relevant Faculty committee will determine whether the student has breached the requirements of academic integrity, and the extent of the breach. The relevant Faculty committee will determine either: (a) that the student has not breached the requirements of academic integrity; or (b) that the student has breached the requirements of academic integrity, but that it is not in respect of a substantial component of the thesis; or (c) that the student has breached the requirements of academic integrity, and that it is in respect of a substantial component of the thesis.

4.3.4 If the relevant Faculty committee determines that the student has breached the requirements of academic integrity but not in respect of a substantial component of the thesis ((b) above), the relevant Faculty committee will determine the outcome of examination in accordance with the procedures of the relevant policies. However, the relevant Faculty committee may not recommend that the degree be awarded without requiring that thesis amendments be made. A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.3.5 If the relevant Faculty committee determines that the student has breached the requirements of academic integrity, and that it is in respect to a substantial component of the thesis ((c) above):

• the examination of the thesis will not proceed;
• the student’s candidature will be terminated; and
• the student will not be allowed to present for the degree again.

The matter may also be referred 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.

4.3.6 The Secretary of the relevant Faculty committee 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.

4.3.7 The Secretary of the relevant Faculty committee will advise the examiners of the outcome.

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 Dean of the relevant School 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 Dean of the School (or nominee) will ensure that a check is made of the confidential register to determine if the student has been reported as having previously breached the requirements of academic integrity. The Dean of the School (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 Dean of the School (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 Dean of the School (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 Dean of the School (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 School Dean (or nominee) or a relevant Faculty 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 5 working days.

5.3 The appeal must: be accompanied by a copy of the letter which the student has received from the Dean of the School (or nominee) or relevant Faculty 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.

5.4 All other matters relevant to an appeal and its conduct will be governed by the provisions of the Students Appeals and Complaints Policy and Procedures.
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, School Deans (or nominees), or relevant Faculty 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.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Commencing</th>
<th>Census Date/ Public Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>21 February</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>28 February</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>7 March</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>14 March</td>
<td>Adelaide Cup Day</td>
</tr>
<tr>
<td>Week 4</td>
<td>21 March</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>28 March</td>
<td>Census date 31/3/11</td>
</tr>
<tr>
<td>Week 6</td>
<td>4 April</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>11 April</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>18 April</td>
<td>Easter 22/4/11 - 26/4/11</td>
</tr>
<tr>
<td>Week 7</td>
<td>25 April</td>
<td>Anzac Day</td>
</tr>
<tr>
<td>Week 8</td>
<td>2 May</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>9 May</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>16 May</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>23 May</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>30 May</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>6 June</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>13 June</td>
<td>Queen's Birthday</td>
</tr>
<tr>
<td>Assessment</td>
<td>20 June</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>27 June</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>4 July</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>11 July</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>18 July</td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>25 July</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1 August</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>8 August</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>15 August</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>22 August</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>29 August</td>
<td>31/8/11 Census Date</td>
</tr>
<tr>
<td>Week 7</td>
<td>5 September</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>12 September</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>19 September</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>26 September</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3 October</td>
<td>Labour Day</td>
</tr>
<tr>
<td>Week 10</td>
<td>10 October</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>17 October</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>24 October</td>
<td></td>
</tr>
</tbody>
</table>
CRITICAL ENROLMENT DATES 2011

**Semester 1 Topics**

Thursday 10 March  
Last day to pay Semester 1 up-front student contribution amounts and tuition fees

Friday 11 March  
Last day to enrol in new topics. *If you enrol in topics on Friday 11 March 2011 up-front student contribution amounts and tuition fees will be due immediately upon enrolment.*

**Thursday 31 March**  
**Census Date**

Last Day to purge topics from student record

Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)

Friday 13 May  
Last day to withdraw without failure (WN)

Friday 17 June  
Last day to withdraw (WF)

**Semester 2 Topics**

Friday 5 August  
Last day to enrol in new topics

Wednesday 10 August  
Last day to pay Semester 2 up-front student contribution amounts and tuition fees

**Wednesday 31 August**  
**Census Date**

Last day to purge topics from student record

Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)

Friday 7 October  
Last day to withdraw without failure (WN)

Friday 11 November  
Last day to withdraw (WF)

**Non-Semester Topics**

Last date to enrol  
Last day of teaching or census date, whichever earlier
<table>
<thead>
<tr>
<th><strong>Census Date</strong></th>
<th>First University working day after 20% of combined teaching and assessment period has elapsed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last day to withdraw without failure</strong></td>
<td>2/3 through the teaching period for the topic or the census date, whichever is later</td>
</tr>
<tr>
<td><strong>Last day to withdraw</strong></td>
<td>Last day of teaching or last day to withdraw without failure, whichever is later</td>
</tr>
</tbody>
</table>
Flinders University

STATEMENT OF ASSESSMENT METHODS - 2011

Students' attention is drawn to the Student Related Policies and Procedures Manual 2011 (http://www.flinders.edu.au/ppmanual/student.html), which outlines the University's Assessment Policy.

Topic number and title: ARCH2108 Cultural Heritage Management A
Date on which this statement was provided to students: 28 February 2011
Duration of topic: Semester 1
School(s) responsible for topic: Humanities
Topic Coordinator: Dr Alice Gorman
Telephone number of Topic Coordinator: 08 8201 2803

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

* 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.
9 hours per week including classes or 135 hours over Semester 1

Topic Learning Outcomes:
It is expected that on completion of this topic students will:
- understand the major categories of cultural significance and how they apply to sites
- be able to identify the relevant pieces of legislation that relate to the management of places of cultural significance
- understand how the legislation and relevant codes of practice (such as the Burra Charter) are used in conjunction to protect and maintain places of cultural significance
- be able to assess the cultural heritage significance of a place or site and understand the application of the Burra Charter to such a process
- be able to critically evaluate the role of cultural heritage significance and its management in contemporary society

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>One WHL research &amp; referencing exercise</td>
<td>10%</td>
<td>Tuesday 22 March at 4pm</td>
<td>Possible failure of topic</td>
<td>Within 4 weeks of submission</td>
</tr>
<tr>
<td>One 3000 word critique of heritage survey reports</td>
<td>50%</td>
<td>Tuesday 17 May at 4pm</td>
<td>Possible failure of topic</td>
<td>Within 4 weeks of submission</td>
</tr>
<tr>
<td>One take-home test</td>
<td>40%</td>
<td>Tuesday 7 June at 12 noon</td>
<td>Possible failure of topic</td>
<td>Not returned</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.
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:

Attendance of 80% of lectures and seminars
Completion of assignments with a mark of over 50%
Demonstration of competence in the correct use of English
Demonstration of an understanding of basic heritage principles

STATEMENT OF ASSESSMENT METHODS – 2011

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
If Yes, students will receive a written statement describing how the software will be used and be advised about the Flinders Learning Online (WebCT) Academic Integrity site.

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

May assessment exercises be resubmitted after revision for re-marking? No
The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows:

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: by email with accompanying Access Plan, doctor’s certificates or other supporting documents.

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 be 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 be 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.

.....................................................       13 February 2011..
Signature of Topic Coordinator        Date