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.
Welcome

Welcome to the flexible delivery version of ARCH8406 Issues in Indigenous Heritage Management. This topic is designed to provide you with a specialised introduction to the methods, approaches, frameworks and issues associated with working in the field of Indigenous heritage management in Australia. The topic assumes that you have successfully completed ARCH8018 (Introduction to Cultural Heritage Management), however if you have not completed this topic you should speak to your topic coordinator. The topic addresses four key questions:

- What is Indigenous heritage?
- What ethical or legislative frameworks are relevant to managing Indigenous heritage?
- How does one approach the management of Indigenous heritage?
- What are some of the common contexts where Indigenous heritage management is practiced?

By addressing these questions the topic will enable you to build a sophisticated understanding of the key issues central to Indigenous heritage management in Australia. Accordingly, the topic is organised around these four main themes, each with between two and four specific modules for you to work through.

Before you commence this topic, please read through the information contained in this booklet. Furthermore, before you start any assessment task you should make sure that you have read the assignment parameters which specify the requirements, word length and due date for each piece. 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.

This topic includes a fully online version of the topic workbook in the form of the Indigenous Heritage Management Blog. This blog has identical content to the hard copy and PDF versions of the workbook and is accessible through FLO. This blog is also linked to your assessment.

A master checklist of all activities and assessable tasks can be found under ‘Activity summary’ towards the front of the Study guide/workbook. For information on how to submit your assignments or on materials provided by Document Services, please contact Flinders Flexible Delivery Unit on (08) 8201 3351 (International prefix (+61 8), or email seds.flexdel@flinders.edu.au).

More information about seeking assistance is found in the section ‘getting the most from this topic’ on page four of this guide.

On behalf of the Department of Archaeology I would like to thank you for enrolling in this topic and I hope you enjoy what it offers.

Dr Mick Morrison

Topic Coordinator
**Location**
School of Humanities
Flinders University
Education Building
University Drive
Bedford Park SA 5042

**Contacting the topic coordinator**

Telephone (Topic Coordinator): (08) 8201 5906 direct
Fax: (08) 8201 3635
Email: Mick.Morrison@flinders.edu.au
Twitter: @mickmorrison

**Note:** International prefix (+61 8)

The Topic Coordinator prefers to be contacted via email, phone or twitter.

If you have a question that may be relevant to other class members, please consider posting it to the blog, accessed via FLO.

If you cannot contact your Topic Coordinator, please telephone the Flexible Delivery Unit on (08) 8201 3351, or email seds.flexdel@flinders.edu.au

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

**Check 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.
**Topic outline**

**Study materials provided for this topic**

- Study guide/workbook
- Readings: part 1
- Readings: part 2

**Topic description**

Indigenous heritage management is a growing employment area for students of archaeology, anthropology, cultural tourism, Aboriginal Studies, Australian Studies, geography and environmental sciences. ARCH8406 provides students with an introduction to Indigenous heritage management issues in the Australian context. It encourages the recognition of the holistic nature of Indigenous heritage, rather than culturally insensitive Western categorisations into cultural versus natural heritage. It explores cultural and political issues in Indigenous heritage management, with guest speakers providing both Indigenous and professional perspectives on these issues. Lectures and seminars examine the theory, methods and practice of anthropology, archaeology, heritage, repatriation, Native Title, ethics, legislation, intellectual property rights and culture.

ARCH8406 has a number of specified learning outcomes. It has been designed to expand your understanding of the theory, methods and practice of Indigenous heritage management within contemporary Australia, and to further develop your understanding of the complex political context within which Indigenous heritage management is situated. The topic will enable you to develop a more sophisticated understanding of the role of Indigenous rights in CHM and NRM planning, and provide you with opportunities to learn and apply your knowledge to practical case studies. ARCH8406 will also help further develop your understandings of the fundamental relationship between ‘environmental management’ and Indigenous heritage, as well as your critical thinking skills.

In terms of the learning outcomes, by the end of this topic students will:

1. Understand the major issues relating to Indigenous heritage management in contemporary Australia.
2. Have an understanding of the key pieces of legislation that relate to Indigenous heritage management in Australia and will understand how such legislation is applied for the protection of places of Indigenous significance.
3. Develop their understanding of the different perspectives relating to heritage within the management process, particularly those of Indigenous peoples, heritage professionals and developers.
4. Be familiar with all concepts involved in cultural heritage surveys, from conception to report submission, including aspects of consultation, ethics and intellectual property rights.
Topic modules
The topic is delivered across 10 modules and each aims to help you to learn about a specific set of issues and concepts. Each module includes an overview, readings and weekly exercises as well as additional media such as websites, podcasts and videos.

Please make sure you read through this booklet before you commence module one because it contains important information about what you are required to do in order to successfully complete the topic. In particular, please pay very close attention to your assessment deadlines that are outlined in the ‘Information About Assessment’ section.

Before you start any assessment task you should make sure that you have read the assignment parameters in this topic booklet (which will specify the word length and due date for each piece) AND the detailed information on what is required from each piece that is contained in the separate Study guide/workbook. Each assignment is embedded in the 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.

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topic</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Topic introduction</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>2</td>
<td>Indigenous heritage values</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>3</td>
<td>A diversity of heritage places</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>4</td>
<td>Native title</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>5</td>
<td>Indigenous heritage legislation</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>6</td>
<td>The basis of management</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td></td>
<td>Mid semester break</td>
<td>Assignment 1 due</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Management planning</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>8</td>
<td>The contribution of oral history</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>9</td>
<td>The contribution of archaeology</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>10</td>
<td>Heritage management in practice</td>
<td>Weekly exercise</td>
</tr>
<tr>
<td>11</td>
<td>Major essay preparation</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Major essay preparation</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Major essay preparation</td>
<td>Assignment 3 due</td>
</tr>
</tbody>
</table>
Planning your time

Students enrolled at Flinders are expected to undertake 30 hours of work per unit over the course of the semester. For this topic, you are required to undertake 135 hours in total including time spent on readings, working through the study guide and for completing assessment. This equates to nine hours per week for 15 weeks.

We estimate that each week your time should be split thus:

- 2 hours to work through the study guide;
- 3 hours for weekly core readings;
- 3 hours for assessment items
- 1 hour for class participation, including reading other people’s blog posts, and making comments or asking questions on the blog.

Please note that no modules have been prepared for weeks 11, 12 and 13. This is to allow you sufficient time to complete your major essay.

Weekly readings

Reading widely is an important part of university learning. For this topic, two kinds of readings have been included in each module:

1. **Core readings**: These are compulsory readings that are directly relevant to the issues and concepts introduced in the associated module. No more than two of these have been set each week. You are encouraged to read these carefully and to take detailed notes when you do. All topic core readings have been included in your readings booklet and are also available in digital format on FLO.

2. **Additional sources**: These should be considered as supplementary readings only. They however they are included because they may prove useful sources when completing your assessment.

The class blog

This topic includes an online ‘blog’ in order to make the topic content more easily accessible, interactive and enjoyable for students and topic coordinators to use. The class blog is offered as a complement to our traditional flexible delivery mode that you will have already received in the mail. Importantly, the content, assessment and topic information is identical in both versions.

The class blog includes each of the weekly modules with links to websites and other media. Commenting is enabled across the entire site which means that you can post comments, questions and resources under each module, or respond to queries posted by others.

Part of your assessment includes posting to the blog. Please see the ‘Information About Assessment’ section for more details about this.

Access to this site is restricted to enrolled students only.
Other learning resources
Flinders University Library online journals:

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.

Appendix/Appendices
This Topic information contains an appendix/a number of appendices with detailed information regarding the topic requirements. Please refer to the end of the guide.
Information about assessment

Assessment summary

Assignment 1—Short Essay: Heritage Legislation in Australia
Unsupervised/Supervised: Unsupervised
Graded: Graded
Weighting: 20%
Length: 1,000 words
Due date: 4 pm, Monday the 11th of April, 2011

Assignment 2—Major essay: Assessing the cultural significance of Indigenous heritage places
Unsupervised/Supervised: Unsupervised
Graded: Graded
Weighting: 40%
Length: 3,000 words
Due date: 4 pm, Monday the 30th of May, 2011

Assignment 3—Weekly exercises
Unsupervised/Supervised: Unsupervised
Graded: Graded
Weighting: 30%
Length: See weekly modules
Due date: Due each Thursday, 4pm weeks 1 to 10.

Assignment 4—Class participation
Unsupervised/Supervised: Unsupervised
Graded: Graded
Weighting: 10%
Length: N/A
Due date: N/A
Details of assessment

Assignment 1—Short essay: heritage legislation in Australia

Having a detailed understanding of heritage legislation is a critical element of working in the Indigenous heritage management profession. This assignment aims to help you to improve your knowledge of key heritage legislation in Australia and to encourage you to think critically about these frameworks and how they are applied.

Your task in this assignment is to write a 1,000 word short essay addressing the following question:

Compare and contrast the key provisions of two of the following frameworks for managing Indigenous cultural heritage. What are their key similarities and differences and do they have any limitations or weaknesses, from the perspective of Indigenous communities, developers and heritage managers?

The examples of Indigenous heritage legislation that you can choose from include:

• South Australian Aboriginal Heritage Act 1988;
• Victorian Aboriginal Heritage Act 2006;
• Western Australian Aboriginal Heritage Act 1972 and the
• Queensland Aboriginal Cultural Heritage Act 2003
• New South Wales National Parks and Wildlife Act 1974

You may find that some of these different pieces of legislation have useful guides on the web that explain key elements. It is highly recommended that you read these before reading the legislation.

Assignment 2—Major essay: Assessing cultural significance of Indigenous heritage places

This assignment is your major assignment. You are required to write a 3000 word essay addressing the following question:

The Burra Charter is an important framework for assessing and managing the cultural significance of heritage places. Using examples, consider if and how the four main criteria (social, aesthetic, scientific and historic) can in fact can apply to Indigenous heritage places. Are there any areas for improvement or refinement of these criteria

Note: you are required to discuss at least four examples of Indigenous heritage places, or one for each of the four key criteria. You may find it useful to consult the Heritage Places website maintained by the Department of Sustainability, Environment, Water, Population and Communities:

The World Heritage List and National Heritage list may be particularly useful however you can of course refer to any Indigenous heritage place not included on these lists that you feel supports your argument. There are many examples of such places in the readings included in the study guide.

**Assignment 3: Weekly exercises**
Each of the weekly modules includes an exercise that you are required to complete. All of these involve carrying out a small amount of research and presenting your results on the class blog. There are ten such tasks, each of which relate specifically to a weekly module.

Details of each task are outlined in the study guide. You should treat each exercise as you would treat a short-answer test question. Please adhere to formal academic writing conventions, including the use of references.

Please note that you will be required to post your work to the class blog using the instructions outlined on FLO. Once submitted, there may be a delay before your post will appear on the blog. This is because all posts will be held for approval and marking by the topic coordinator before they will ‘go live’ on the blog. All posts will ‘go live’ only once everyone’s work is received by the coordinator. This means that people who submit late will not have the benefit of reading other people’s work before they submit.

Please visit the topic site on FLO for more information about the blog and how to access it.

Blog assessment results will be emailed directly to you and will **not** be posted online.

**Assignment 4: Class participation**
You will be expected to participate in the class each week via the blog.

Participation includes:

- Commenting on other people’s blog posts;
- Asking questions or making comments about the topic overviews;
- Posting additional information that is directly relevant to material that is on the blog (i.e. references, websites, podcasts, videos).

You should aim for at least one comment, question or suggestion each week. These also will be held for moderation before ‘going live’ on the blog.

**Submitting assessment**

Weekly exercises must be submitted through the blog using the instructions provided on FLO.

All other assessment can be submitted by 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:


**Penalties**

Assessment that is overdue without an extension will be penalised.

This will be calculated at the rate of 10% for the first day of the 3% for each day thereafter.

This does not apply to blog posts more than 3 days late; these will be failed.

If you are unable to hand in on time please contact the topic coordinator as soon as possible.

**Extensions**

It is appreciated that during the 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 Pass. 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.

Assistance with your assignments
There are many detailed guides produced by the Student Learning Centre which can be accessed from:
If you have a query about one of the assignments in particular, contact the topic coordinator directly. Please consider whether your question is of broader interest to other class participants; if it is, you are encouraged to post your query to the class blog for the benefit of others.

Presentation standards
Marking of ALL written work will take into account the quality of your work with a focus on:

- Written expression (grammar, spelling, syntax and punctuation)
- Structure (how you organise and develop your ideas)
- Content (the concepts, ideas and arguments you develop)

All work that you hand up should go through a careful process of editing and checking to ensure that it is free of grammatical and spelling errors. It is recommended you complete at least two ‘drafts’ of written work before you submit any assessment. This involves printing out your document and carefully checking for errors or areas for improvement.

The Flinders Student Learning Centre has a number of guides and publications that have been developed to assist Flinders Students to develop their academic skills. You can access these guides at the following website:

http://www.flinders.edu.au/current-students/slc/whatweoffer/study-writing-guides.cfm

Assignments with more than three errors on a page may either be returned unmarked for re-submission or will have these errors taken into account in the final grade.

In submitting written work for this topic (other than blog posts), students should note the following points:

1. Use 1.5 line spacing and leave a 2.5 cm left and right margin. This ensures that we have enough room to provide you with comments on your work;
2. Write on only one side of the page
3. Include an appropriate coversheet
4. Keep a copy of your assignment

Inclusive Language
As a general rule, written language should not exclude or discriminate against any group or section of the community. It should be gender neutral and non-racist in tone, and show respect for people who are disabled, older, younger of from other language backgrounds.

Please note that the terms ‘Indigenous’, ‘Indigenous Australians’, ‘Indigenous people’ are now gaining increasing currency as inclusive terms. In some
contexts, the terms 'Aboriginal Australians' or 'Aboriginal People' are more appropriate. See Module 1 for more information on this. It is also recommended that you read through some of the content on the following website for more information:


As part of Flinders University policy, you are also required to use gender neutral language in all written work. Failure to use gender neutral language will be regarded as an expression error and may cause a paper to be returned unmarked for correction. You can read more about gender neutral language at the following website:


**Referencing**

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

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

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

**Journal Articles**


**Book Chapters**

Archaeology and Natural History, Research School of Pacific and Asian Studies, Australian National University.

**Books**

**Edited Books**

**Monographs**

**Unpublished Theses**

**Unpublished Reports**

**Internet Resources**

**Listserver Communications**

**The Difference between a Reference List and a Bibliography**
Note that a list of sources at the end of an essay is a “Reference List” rather than a “Bibliography” – the former is a list of sources that you have cited in your essay, whereas the latter is a list of relevant sources about a topic (and for a university essay or assignment, unless specified otherwise, you will always be expected to provide a reference list).
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: ARCH8406
Date on which this statement was provided to students: Week 1
Duration of topic: 1 semester

Academic Organisational Unit(s) responsible for topic (Department/School):
Department of Archaeology, School of Humanities

Topic Coordinator: Mick Morrison
Telephone number of Topic Coordinator: (08) 8201 5906

Expected student workload*
(http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): 9 hours 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.

Topic learning outcomes

Indigenous heritage management is a growing employment area for students of archaeology, anthropology, cultural tourism, Aboriginal Studies, Australian Studies, geography and environmental sciences. ARCH8406 provides students with an introduction to Indigenous heritage management issues in the Australian context. It encourages the recognition of the holistic nature of Indigenous heritage, rather than culturally insensitive Western categorisations into cultural versus natural heritage. It explores cultural and political issues in Indigenous heritage management, with guest speakers providing both Indigenous and professional perspectives on these issues. Lectures and seminars examine the theory, methods and practice of anthropology, archaeology, heritage, repatriation, Native Title, ethics, legislation, intellectual property rights and culture.

ARCH8406 has a number of specified learning outcomes. It has been designed to expand your understanding of the theory, methods and practice of Indigenous heritage management within contemporary Australia, and to further develop your understanding of the complex political context within which Indigenous heritage management is situated. The topic will enable you to develop a more sophisticated understanding of the role of Indigenous rights in CHM and NRM planning, and provide you with opportunities to learn and apply your knowledge to practical case studies. ARCH8406 will also help further develop your understandings of the fundamental relationship between ‘environmental management’ and Indigenous heritage, as well as your critical thinking skills.

In terms of the learning outcomes, by the end of this topic students will:

1. Understand the major issues relating to Indigenous heritage management in contemporary Australia.
2. Have an understanding of the key pieces of legislation that relate to Indigenous heritage management in Australia and will understand how such legislation is applied for the protection of places of Indigenous significance.

3. Develop their understanding of the different perspectives relating to heritage within the management process, particularly those of Indigenous peoples, heritage professionals and developers.

4. Be familiar with all concepts involved in cultural heritage surveys, from conception to report submission, including aspects of consultation, ethics and intellectual property rights.

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>Short essay</td>
<td>20%</td>
<td>4pm, 11th April 2011</td>
<td>-10% first day, -2 thereafter</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Major essay</td>
<td>40%</td>
<td>4pm, 30th May 2011</td>
<td>As above</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Weekly exercises</td>
<td>30%</td>
<td>Thursday, 4 pm in weeks 1 to 10</td>
<td>As above</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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:

- Successful completion of all assessment items

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 (FLO) 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:

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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:

Students who fail will be offered an opportunity to resubmit. This is voluntary. The resubmitted work will be graded as a Pass or Fail.

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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. Students must keep a copy of confirmation of extensions granted.

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

**Internet access limitations**—some of the assessment for this topic requires access to the internet in order to post assessment to a private class blog. It is estimated that students will require a minimum of two hours per week access to the internet. If a student can demonstrate that they do not have access to reliable internet for this amount of time per week, then an alternative arrangements for relevant assessment items will be made.

**Medical/Compassionate**—a student who is unable to sit or complete the original examination due to medical or compassionate reasons may apply for supplementary assessment. If the illness or special circumstance prevents the student from sitting or completing 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 the 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.

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 Liaison Officer 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 13 January 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
Note: International prefix (+61 8)
Email enrolment.services@flinders.edu.au
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
Note: International prefix (+61 8)
Email fees@flinders.edu.au
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
Note: International prefix (+61 8)
Email distlib@flinders.edu.au
Website http://www.lib.flinders.edu.au/services/flexdel/
Contacting Document Services

Dispatch of your study materials is managed by Document Services at the University of South Australia. Contact staff at Document Services regarding dispatch enquiries at the number or email address below.

**Dispatch enquiries**

**Telephone:**  (08) 8302 1313

**Note:** International prefix (+61 8)

**Email:**  FLCD epiduinfo@unisa.edu.au
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>
<th>Assessment/grade</th>
<th>Lecturer</th>
<th>Recorded and dispatched</th>
</tr>
</thead>
</table>

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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

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 19 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>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>2</td>
<td>7-11 March</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>3</td>
<td>14-18 March</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>4</td>
<td>21-25 March</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>5</td>
<td>28 March-1 April</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>6</td>
<td>4–8 April</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td></td>
<td>11–22 April</td>
<td>Assignment 1 due Monday 11 April 4pm Midsemester break (2 weeks)</td>
</tr>
<tr>
<td>7</td>
<td>25–29 April</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>8</td>
<td>2–6 May</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>9</td>
<td>9–13 May</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>10</td>
<td>16–20 May</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>11</td>
<td>23–27 May</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30 May–3 June</td>
<td>Assignment due Monday 30 May 4pm</td>
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<tr>
<td>13</td>
<td>6–10 June</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>13–17 June</td>
<td>Swot/Teaching</td>
</tr>
<tr>
<td>15</td>
<td>20–24 June</td>
<td>Assess/Exam/ Swot</td>
</tr>
<tr>
<td>16</td>
<td>27 June–1 July</td>
<td>Assess/Exam</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 6 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25–29 July</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>2</td>
<td>1–5 August</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>3</td>
<td>8–12 August</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>4</td>
<td>15–19 August</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>5</td>
<td>22–26 August</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>6</td>
<td>29 August–2 Sept</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>7</td>
<td>5–9 September</td>
<td>Weekly exercises (Thursday 4 pm) Assignment 1 due Monday 5th Sept 4pm</td>
</tr>
<tr>
<td>8</td>
<td>12–16 September</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td></td>
<td>19 – 30 September</td>
<td>Midsemester break (2 weeks)</td>
</tr>
<tr>
<td>9</td>
<td>3–7 October</td>
<td>Weekly exercises (Thursday 4 pm)</td>
</tr>
<tr>
<td>10</td>
<td>10–14 October</td>
<td>Weekly exercises (Thursday 4 pm) Assignment 2 due Tuesday 4th Oct 4pm</td>
</tr>
<tr>
<td>11</td>
<td>17–21 October</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>24–28 October</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 Oct – 4 Nov</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7–11 November</td>
<td>Swot/Teaching</td>
</tr>
<tr>
<td>15</td>
<td>14–18 November</td>
<td>Assess/Exam/ Swot</td>
</tr>
<tr>
<td>16</td>
<td>21–25 November</td>
<td>Assess/Exam</td>
</tr>
</tbody>
</table>