ARCH8510A Cultural Heritage Management Research Project (18 Units)
ARCH8510B Cultural Heritage Management Research Project (Pt I) (9 Units)
ARCH8510C Cultural Heritage Management Research Project (Pt 2) (9 Units)

SEMESTERS 1 & 2, 2011 HANDBOOK

FOR FURTHER INFORMATION CONTACT:
Professional Practice and Postgraduate Services Unit: Rm 215 Humanities
Flinders University Ph 82012385 Fax 82012784
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A pdf version of this handbook will be available on-line at:


All attempts have been made to confirm the information within this handbook is correct at time of printing (March 2011). However, please note that this is not an official University publication - for detailed university policy, you should consult the Flinders University Course Information 2011 booklet.
Topic Overview

Topic Description: This topic allows students to undertake an in-depth project in cultural heritage management, either applied or theoretical. The resulting written work can be directed towards any facet of cultural heritage management theory or practice. The topic consists of a major assignment of 18-20,000 words to be written under the supervision of a member of staff in the Department of Archaeology. The assignment should give evidence of the student's abilities in collecting and evaluating information; constructing, testing or defending an argument or thesis; and critically examining the available literature in their area of enquiry. The chosen area of study must be developed in consultation with the supervisor.

Topic Coordinator: Dr Heather Burke

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

Units / Level: 18 units / Graduate
Duration: S1, S2
Class Contact: By arrangement

Topic Aims and Outcomes

The aims of this topic are:
1. To allow students to undertake an in-depth research project into one area of cultural heritage management theory or practice.
2. To allow students to generate particular skills/knowledge relating to an area of cultural heritage management theory or practice.
3. To improve students' research skills and their ability to evaluate literature critically.
4. To improve students' ability to construct, test and defend an argument.

On completion of this topic students will be able to:
1. Undertake independent research and carry out an independent research project.
2. Critically assess literature relating to cultural heritage management theory or practice.
3. Construct, test and defend an argument.
4. Understand theoretical, practical and/or political approaches to cultural heritage management at an advanced level.

Assessment

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project 18,000-20,000 words±10% (100%)</td>
<td>100%</td>
</tr>
<tr>
<td>Seminar attendance and participation (Nongraded pass)</td>
<td>100%</td>
</tr>
<tr>
<td>Seminar presentation (Nongraded pass)</td>
<td>100%</td>
</tr>
<tr>
<td>Blog entry (Nongraded pass)</td>
<td>100%</td>
</tr>
</tbody>
</table>
What’s the Difference Between a Thesis and a Research Project?

At Flinders, not very much. Because cultural heritage management is largely an applied field, many of its products (e.g. management plans, conservation plans, or interpretation materials) typically do not resemble a traditional thesis. Despite this, it is essential at Masters level for a theoretical and research aspect to be maintained within a cultural heritage management study, since every research project has the potential to contribute new information to the discipline that is essential to effective cultural heritage management. For this reason at Flinders University we regard a cultural heritage management research project as being analogous to a thesis; it is a sustained and critical piece of work that will contribute new research knowledge that will underpin and inform future cultural heritage management policy and practice. There may be some situations, however, in which you will also need to submit some form of non-traditional research output as a supplement to the research project itself (e.g. a heritage management plan). Your supervisor will help you to sort this out and ensure that you meet the requirements.

Flow Chart for a Typical Research Project

Despite what most students think (‘Oh, I have a whole year to complete my project’), a typical full-time thesis or research project is really only about five months long, which means that you have to achieve a lot in a relatively short space of time. For a part-time project (i.e. if you are enrolled in ARCH8510B and C) the timing for each component will be doubled, but you also won’t be able to devote as much time to it.

<table>
<thead>
<tr>
<th>TIME LINE (9 unit options)</th>
<th>TIME LINE (18 unit option)</th>
<th>Thesis work</th>
<th>Related work</th>
<th>OTHER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month 1</td>
<td>Month 1</td>
<td>Draft of a literature review/theory chapter as part of your assessment for ARCH8309A.</td>
<td>ARCH8309A (Advanced Research Projects), including work-shopping your original proposal.</td>
<td>Applying for ethics approval (if you need it). Attending seminar series.</td>
</tr>
<tr>
<td>Month 2</td>
<td>Month 2</td>
<td>Analysis, writing, research.</td>
<td>Complete ARCH8309A.</td>
<td>Attending seminar series.</td>
</tr>
<tr>
<td>Month 3</td>
<td>Month 3</td>
<td>Analysis, writing, research.</td>
<td>Complete ARCH8309A.</td>
<td>Attending seminar series.</td>
</tr>
<tr>
<td>Month 4</td>
<td>Month 5</td>
<td>Draft of your complete Research Project due to your supervisor (date to be negotiated individually).</td>
<td></td>
<td>Attending seminar series.</td>
</tr>
<tr>
<td>Month 5</td>
<td>Month 6</td>
<td>Complete rewriting of final chapters, polish details</td>
<td></td>
<td>Attending seminar series.</td>
</tr>
<tr>
<td>Month 6</td>
<td>Month 7</td>
<td>RESEARCH PROJECT DUE HALFWAY THROUGH THIS MONTH</td>
<td>Complete BLOG entry</td>
<td>Attending seminar series.</td>
</tr>
<tr>
<td>AFTER SUBMISSION</td>
<td></td>
<td></td>
<td>Seminar on your research project presented in the Departmental seminar series.</td>
<td>Returning results to the community. Final report to Ethics Committee</td>
</tr>
</tbody>
</table>
Support Funding

Support funding for your research
The Faculty provides some maintenance assistance for each Masters student's project. Masters students can apply for Research Student Maintenance (RSM) funds to a maximum of $200, which must be applied for during the semester(s) in which you are enrolled for thesis credits. Please consult your thesis supervisor during the preparation of your application as they must sign off on the paperwork. The Faculty allocate these funds and each year students will be asked to supply details of expenditure.

You can also apply for Postgraduate Student Conference/Workshop Funding from the Faculty to attend a conference or workshop (incl. accommodation and travel) up to $1000. Closing dates are 25 March and 26 August. Application form and guidelines for both types of Faculty funding are available at: http://www.flinders.edu.au/ehl/rhd/downloadable-forms.cfm

Support funding for submitting your thesis
The Department provides limited funding to help students with the completion and submission of their theses. You can apply for up to $100 from the department for costs incurred during production of your thesis: e.g. photography, binding, colour photocopying, etc. You must present receipts up to that amount to your supervisor, who will organise the payment for you.

Submission Date
The final date for submission of the printed, bound research project is 4 pm, Monday 14th November 2011. At the time of submission of the printed, bound copies to the Faculty Office students must also submit an electronic, word version copy of their research project to their supervisor or their work will NOT be examined.

Students should note that the submission date for research projects, as for all other theses, is strictly enforced. Normal Departmental penalties for late submission will be applied. In cases where no prior explanation has been offered, the penalty will be 2% per day.

Submitting Your Thesis
Your thesis must be submitted to the EHL Faculty Office, located in the Education Building (not either of the Humanities offices, or your supervisor). On the day of submission you will need to hand in two soft bound copies of your thesis for examination.

Students must ALSO submit to their supervisor:

- One electronic copy by CD or USB drive. Your supervisor will check the word count at the time of submission, and if it is not within the guidelines (20,000 +/- 10%) you will be given two days (48 hours) to reduce it so that it meets the guidelines.

Once the examination process has been completed, the Faculty Office will write to you advising you of the outcome. Masters by coursework theses are treated in the same way as Research Higher Degree theses, and examiners are able to request amendments to your thesis as a result of their examination. Examiners can pass a thesis with no amendments (i.e. it will pass straight through and the student will not have to change a thing), with minor amendments (usually this is restricted to things such as proper referencing, correcting typos or grammar, and the qualification of minor points), or with major amendments, which may or may not have to go back to the examiner for approval. You should always do this in consultation with
your supervisor, since sometimes changes can be approved at their discretion, and they can help you to work your way through the process.

It is for this reason that the Faculty Office will only ask you for two hard-bound copies of your thesis, along with a library waiver form, after all changes have been made. It is very important that you do not submit hard-bound copies until you are asked to do so by the Faculty Office, so that any amendments requested by the examiners can be made prior to your thesis being passed. The two hard-bound copies must be produced according to the requirements outlined at: http://www.flinders.edu.au/ppmanual/student/res_com_appendix_e.html.

### Supervision

You should establish a mutually satisfactory, regular and frequent pattern of consultation with your supervisor. There is a real tendency for the pressure of work to tempt you into seeing less of your supervisor toward the end of the year and, although in some cases there may be a need to revise the pattern of supervision throughout the year, it is important to try and maintain regular contact particularly toward the end of thesis writing. **It is equally important to ensure that sufficient time is allowed for your supervisor to critique your draft thesis prior to submission.** As a general rule you should see your supervisor once a fortnight (even if you have little to report).

Supervisors may advise about the general direction of the student's work, indicate specific difficulties and areas that need attention, direct the student to pertinent references, offer advice on research methods and approaches and advise on presentation and organisation. **For the supervisor to be able to comment on the draft thesis prior to submission the work must be given to the supervisor at least four weeks before the final submission date.**

If you feel at any time that you are not receiving adequate supervision it is your responsibility to contact the Head of Department or the Archaeology Graduate Program Co-ordinator to request further assistance. **If you have a problem you should register it at the time and not in the light of dissatisfaction with grades received.**

### Seminar attendance and participation

A regular weekly series of seminars is presented every Thursday afternoon throughout the teaching year. All research thesis students must attend these seminars as part of their assessment for this topic. These seminars allow students to be exposed to a wide range of topics presented by guest speakers from Adelaide and, where opportunity presents itself, from further abroad. **All ARCH8510 students will also be required to present a seminar on their research project in their final semester.** Each student will be given an individual sign-on sheet to chart their attendance at seminars. **It is the individual responsibility of each student to ensure that they obtain the signature of a relevant staff member (Gorman, Burke, Roberts or Westaway) for each seminar they attend and that their sign-on sheet is complete and accurate.** This sheet must be submitted following the final seminar of the year.

Through the seminars and the opportunity they offer for open debate, students will gain useful experience in preparing and presenting research topics and also increase their confidence in approaching individual projects.
Seminar presentation

Individual thesis and research project seminars (i.e. student presentations on their chosen topic) will be held after the date for final submission of the thesis/research project (i.e. after your due date) and with other students who are also completing in that semester (i.e. Honours, Master of Maritime Archaeology or Master of Archaeology students). These are organised as ‘mini-conferences’ with groups of students presenting each week. The format for each presentation will be 20 minutes presentation with ten minutes question time. You will need to download a copy of the seminar schedule, and speak directly with the co-ordinator of the seminar series in S2 to finalise details of dates, presentation order, etc.

Writing the Research Project

Written Requirements

Project length: 18 unit topic: 18-20,000 words ±10%

Please note that a research project more than 10% beyond the specified word limit will NOT be accepted for examination.

The word length of any thesis or research project within the Department of Archaeology is non-negotiable. All students are requested to provide their supervisor with an electronic word copy (by CD or flashdrive) of the final submitted version at the time of submission so that the word count can be checked. This file will also be made available as a downloadable pdf on the Departmental website, so make sure that this is your final, submitted version. You cannot correct this version after receiving your examiners’ comments.

Research projects must be 12 point font with either 1.5 or double spacing. A suitable academic standard is expected, with attention being paid to spelling, punctuation, grammar and other standards. Students are recommended to refresh their memories of these guidelines and are particularly urged to ensure that they pay attention to bibliographic and referencing information.

The word limit for an ARCH8510 Research Project does NOT include:
The reference list
The title page, abstract, table of contents, lists of figures or tables, acknowledgements or dedication.
The appendices.

It DOES include:
Everything from the first page of your written project (page 1 of the introduction) to the last page (the final page of your conclusion). This means it includes all figure captions, all tables, epigraphs, footnotes, endnotes, chapter titles and section titles.

Plagiarism

By the time that Masters level is reached it is expected that students understand what constitutes plagiarism. The borrowing of ideas or words, properly acknowledged in the text or in footnotes, is not plagiarism, but the thesis must be your own work and a product of your own thinking, whatever the authorities cited. It is the policy of the Department of Archaeology that all substantially plagiarised work will be failed.
Gender Neutral Language

Flinders University has a policy that promotes the use of gender neutral language. The policy recognises that sexist communication, spoken, written and non-verbal, is still commonly used in our society, often unconsciously, but is committed to the unacceptability of such usage. The University has a pamphlet on the subject, available from the Registry or the Archaeology Office, which provides some guidelines for the use of gender neutral language. It is expected that students will take adequate account of this policy in all their written and verbal communication.

Ethics Committee

Where a student's research will entail interviewing human subjects they are required to obtain the approval of the University's Social and Behavioural Research Ethics Committee. This will normally be a standard requirement of students studying Indigenous archaeology, but may well equally apply to those undertaking other studies where interviews and oral history are involved. Further details are available from the Archaeology Office or the Postgraduate Coordinator. As the administrative processes may take some time, it is suggested that students considering this type of research seek details as soon as possible.

Research Project Presentation

The final draft of your research project MUST include:

- Entablature paginated in Roman numerals
- A title page giving the title of the thesis in full, the names and degrees of the candidate, the name of the Academic Organisational Unit and faculty of the University associated with the work and the date when submitted for the degree.
- The following declaration signed by the candidate: ‘I certify that this research project does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.’
- An abstract (of not more than 500 words)
- Acknowledgments
- Table of Contents (note that it is unnecessary to list the ‘Table of Contents’ as the first item on the Table of Contents)
- List of Figures
- List of Tables
- List of Appendices
- Body (including, but not limited to the following, as well as all tables and figures) (note that you don't have to call your chapters by the following headings, but you must be guided by this allocation of content):
  - Introduction (incl. statement of the thesis/thesis question)
  - Literature Review/theory chapter
  - Materials and Methods (including research design)
  - Results
  - Conclusions
  - References
  - Appendices
Students should realise that a quality thesis or research project requires **at least three** major drafts and often as many as ten full drafts, once everything has been written. An essential part of writing scholarly work is to alternate writing and revising, and getting as much feedback as possible from the supervisor and other knowledgeable people. The final draft should be as complete as possible. The final draft should use the word processor's spell check and grammar check capability—though beware; both are unthinking tools at best, so proofread your work carefully!

**MASTERS BY COURSEWORK THESIS ASSESSMENT CHECKLIST**

The following assessment elements are commonly considered by examiners when marking theses. You might like to think through your research project in light of these elements to make sure you haven’t missed anything out.

<table>
<thead>
<tr>
<th>Research question and aims</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a well developed primary research question?</td>
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<tr>
<td>Are the aims of the thesis well described and appropriate?</td>
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<tr>
<td>Do the aims of the thesis allow the primary research question to be addressed?</td>
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<tr>
<td>Are key terms clearly explained?</td>
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<tr>
<td>How well does the thesis deal with any problems or constraints in relation to the development of the research question/aims?</td>
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<tr>
<td>Does the first chapter clearly set out for the reader what to expect in the rest of the thesis?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature review</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the body of literature used in the thesis relevant to the research?</td>
<td></td>
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<tr>
<td>Is the body of literature used in the thesis comprehensive and up-to-date?</td>
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<tr>
<td>Does the thesis present a <em>critique</em> of this literature?</td>
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<tr>
<td>Does the literature review demonstrate the relevance of the literature cited to the research question and aims?</td>
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<tr>
<td>Does the thesis use an appropriate system of referencing literature <em>consistently</em> within the text?</td>
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<td></td>
</tr>
<tr>
<td>Have all of the sources cited in the text been included in the reference list?</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methodology</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the methodology fully described?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are the methods described in a clear and informative manner?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the methods appropriate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
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</tr>
<tr>
<td>Are appropriate reasons given for the choice of methods used?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Are the limitations of the methods/data/study recognised and clearly articulated?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Data and results

<table>
<thead>
<tr>
<th>Does the data collected/analysed allow the aims and research question to be adequately addressed?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the results section clearly distinguished from the interpretation/discussion section of the thesis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Are the data/results fully described in a clear and informative manner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Is supporting data presented clearly and accurately, using appendices where necessary?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Have tables and/or figures been used where appropriate to present results?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Interpretation and Discussion

<table>
<thead>
<tr>
<th>Are results interpreted appropriately and clearly?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the results interpreted in the context of the original research question and aims?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Are the results compared with those of other similar studies?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Is there an argument presented?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Is the argument well supported by the evidence?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>Does the conclusion return to the original aims and research question adequately?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where necessary, does the conclusion reconsider the methodology and limitations of the study?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the thesis advanced our understanding of the area of study?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the candidate make useful suggestions for future work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the candidate demonstrated capacity for independent research?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Overall style, quality and accuracy of the thesis

<table>
<thead>
<tr>
<th>Does the title adequately describe the content of the thesis?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>
Exemptions / Extensions / I Grades

Thesis/research project students who find that for medical or personal reasons they are unable to maintain the supervision schedule with their supervisor/s or are unable to complete work by the due dates may, with suitable supporting evidence from medical or counselling services, be eligible for extensions or an I Grade. Students who find themselves in this position should consult with their supervisor and/or the Archaeology Program Coordinator as soon as possible.

Disputes Procedures

Any complaint or difficulty with any aspect of the Masters program should be brought to the attention of your supervisor, the CHM Graduate Program Coordinator or the Head of Department, AS SOON AS POSSIBLE. Complaints made long after a difficulty arises are usually harder to resolve to the satisfaction of all and the lack of a complaint at the time can be seen as undermining the validity of the student’s case. Students should consult the Flinders University Enrolment Guide and Student Handbook for full details of University procedure regarding complaints and appeals.
Research Components of Postgraduate Coursework Awards: Policy and Procedures

SECTION 8: Responsibilities of the Student, Supervisor, Academic Organisational Unit (AOU) and University

The responsibilities of the student, the supervisor, the relevant AOU, and the University are set out in Appendices A-D to this policy.

Appendix A: Responsibilities of the Student Enrolled in a Research Component
Appendix B: Responsibilities of the Principal Supervisor of a Research Component
Appendix C: Responsibilities of the Academic Organisational Unit (AOU)
Appendix D: Responsibilities of the University

SECTION 9: Progress and Reports

9 9.1 It is the responsibility of the supervisors to monitor the performance of the student relative to the research project objectives, and to ensure that inadequate progress or work below the standard generally expected is brought to the student's attention in writing. Regular contact between the student and supervisors, as outlined in the responsibilities of the student and supervisor, should facilitate the early identification of problems and the provision of timely academic counselling.

9.2 There will be a review of students' progress at the mid-point of the research project. The review will take the form of written reports to the Head of AOU, or nominee, from the student and the supervisors documenting progress and outlining expectations for completion.

9.3 To enhance the development of students' skills, each AOU will organise activities such as seminars, work-in-progress sessions, workshops etc. whereby students are able to make regular oral presentations to staff and their peers on the progress of their research.

SECTION 10: Submission of Research Component for Examination

10 10.1 A form of temporary binding may be used for the submission of research components to examiners. Examiners will be informed that presentation in soft bound form is University procedure.

10.2 A student may submit a research component for examination even if this is against the advice of the supervisor.

10.3 Where a student believes that the supervisor will not support the submission of the research component because there has been a breakdown in the relationship between the student and supervisor, the student should contact the Head of the AOU, or nominee, to initiate a process to overcome any possible prejudice in the examination of the research component.

10.4 A student must be enrolled in the research component topic in order to submit the research component for examination.

10.5 Each AOU shall publish the expected format and length required of a research component.

10.6 A student must sign a declaration that the research component does not contain any material previously published or written by another person except where due reference is made in the text or footnotes. There can be no exception to this rule. Material produced jointly by a student and his/her supervisors or others can be included in the narrative of the research component only if it is the original work of the student. If it involves the original work of the joint authors other than the student, it must be fully acknowledged in exactly the same way that the work of any other authors is referenced.

10.7 Students enrolled in AOUs other than foreign language disciplines must submit their research component in English.

10.8 In the case of students enrolled in foreign language AOUs, permission to submit the research component in a language other than English will be considered by the relevant faculty. Each case will be considered on its merits and the following points taken into account:

(a) the competence of the supervisors in the language proposed;
(b) the availability of a sufficient range of qualified examiners competent in the language; and
(c) evidence of an appropriate link between the subject of the research component and the language in which it is proposed to submit the research component.

10.9 Where a student is given permission to submit a research component in a language other than English, the student will be required to include in the research component an abstract in English.
10.10 A student shall submit three copies of the research component to the faculty for examination, or more copies as the faculty requires.

**SECTION 11: Appointment of Examiners**

11.1 All research components will be subject to examination.

11.2 There will be two examiners for a research component at least one of whom shall be external to the University. A supervisor will not act as an examiner. The faculty may agree to the appointment of a third examiner.

11.3 A student should not be examined only on the basis of his or her understanding of a body of existing knowledge. A student is examined by individuals who must judge his or her approach to research, construction of hypotheses, questions, argument and analysis.

11.4 The following general principles will apply in the selection of examiners:

(i) the faculty shall take responsibility for ensuring that examiners are free from bias, either for or against the student or the supervisor;

(ii) examiners will normally be still active in research/scholarship or professional practice thus ensuring that their knowledge of the field is current;

(iii) examiners will have empathy with the theoretical framework used by the student;

(iv) examiners will be made familiar with the requirements of the University, the essential parts of the Rules governing the postgraduate coursework award, and the requirements of a research component determined by the faculty;

(v) before examiners are appointed, students will be given the opportunity to object to any potential examiners. Any such objections will be taken into account in the process of selection of examiners. At the end of the examination process the student will receive full copies of the examiner's reports (annotated if necessary to preserve the anonymity of an examiner if this has been requested).

11.5 Nominations of possible examiners for a research component will be made to the Faculty after the supervisor has consulted the student on any objections the student may have to the potential examiners. The supervisor will also remind the student of the University's policy concerning the confidentiality of examiners and that any attempt by the student to contact potential examiners could undermine the integrity of the examination process. The supervisor will submit to the faculty:

- the nominations of two possible examiners, their credentials and addresses;
- the nomination of one reserve examiner, with credentials and address in the event that a preferred nominee is unable to act as examiner; and
- information on any objections expressed by the student to potential examiners.

11.6 The appointment of any examiner will be approved by the faculty.

11.7 Once examiners have been approved by the faculty, they will be invited to act as examiners and will be provided with:

- the name of the student, the award for which the student is enrolled, the AOU and faculty in which the work has been undertaken, the title and summary of the research component, the weighting of the research component in terms of the overall requirements for the award, and the names of supervisors;
- information about the requirement of the research component;
- information on the University's policy concerning confidentiality of examiners and the release of examiners' reports to students;
- information on the procedures to be followed in the event of significant divergence between examiners' reports (refer to Clause 12.2 in this policy);
- the University prescribed examiner's report form, and the University's schedule of grades and marks;
- a deadline of six weeks for response to the invitation to act as examiner and a two month deadline from receipt of the research component; and
- information on the honorarium payable for the examination of a research component.

11.8 If an examiner is unable to accept an invitation or fails to respond to an invitation within six weeks (despite being sent reminder notifications), an invitation will be sent to a person approved as a reserve examiner.

11.9 Upon the submission of a research component by a student, the Faculty General Manager will forward
copies to examiners who have accepted invitations to examine the research component.

11.10 If a report has not been received from an examiner within six weeks, the Faculty General Manager will write to the examiner reminding him or her of the due date for submission of the examiner's report.

11.11 If an examiner fails to provide a report by the due date, the examiner will be requested in writing to indicate when the report will be received. In exceptional circumstances the faculty will appoint a third examiner and then make a decision on the outcome of the examination, in accordance with Clause 12 in this policy. The examiner who has failed to provide a report will receive written notification that a report is no longer required, and that a replacement examiner has been appointed.

11.12 Clause 6 of the Assessment Policy governs the schedule of grades and marks awarded to a research component. An examiner of a research component will submit a written report on the research component by way of the University's prescribed form for examiners (Appendix F) and will make one of the following recommendations:

(a) that the research component be awarded a percentage mark and a grade of either High Distinction, Distinction, Credit, Pass, or Fail.

(b) that the research component be awarded a percentage mark and a grade of either High Distinction, Distinction, Credit, or Pass, subject to the completion of minor amendments* carried out to the satisfaction of the faculty.

11.13 From the time of the appointment of examiners no direct contact between an examiner and a supervisor, or between an examiner and a student, may occur in relation to any material under examination. Should an examiner require clarification of any aspect of the material under examination, any inquiries will be directed to the Faculty General Manager who will refer it for consideration to the student, the supervisor or on the advice of the student or supervisor, to another suitably qualified person.

11.14 Consultation between examiners may not take place before the examiners submit their reports to the faculty.

* Amendments may range from the correction of spelling or typographical errors and small changes to the text, to changes to the structure and substance of some chapters of the research component which can be completed to the satisfaction of the supervisor and the Faculty, without being returned to the examiner.

**SECTION 12: Consideration of Examiners' Reports**

12. The faculty will determine the outcome of the examination of the research component in accordance with the following procedures:

12.1 When both examiners have recommended at least a passing grade the faculty will make a decision on the grade recommended. When there is divergence of less than 15% between the marks recommended by the examiners for the research component, the faculty shall award the mark that is the average of the marks recommended by the examiners, and determine the corresponding grade.

12.2 When there is divergence of 15%, or more, in the marks recommended by the examiners, or when one, or both, of the examiners have recommended a Fail grade, the student and the supervisor will be asked to comment on the examiners reports. In this process the examiners' identities and recommended mark and grade shall not be revealed to the student. The examiners' reports and student and supervisor's comments will be referred to the faculty, which will make a decision on the percentage mark and grade to be awarded.

12.3 Should an examination process become protracted, the student will be kept informed regularly in writing on the progress of the examination process by the Faculty General Manager.

**SECTION 13: Return of Research Component after Examination**

Examiners will be asked by the faculty to return copies of the research component to the University at the completion of the examination process.

**SECTION 14: Lodging of Research Component in the Library**

14.1 The Faculty General Manager will lodge two copies of the research component in the Library. In appropriate cases the second copy lodged in the Library may, by arrangement with the Librarian, be housed in the faculty. This second copy must be available for loan to approved borrowers on demand.

14.2 Conditions under which the research component may be consulted in the Library are outlined in Appendix E of this policy.

**SECTION 15: Students Appeals and Complaints**

15.1 A student may request a review of the grade given for a research component on the grounds that:

(i) the assessment procedures specified in this policy were not adhered to; and/or
The following procedures apply in respect of a request to review the grade given for a research component:

15.2.1 A student must begin the process of review by consulting without delay the topic convener or, if that person is expected to be absent from the University until after the time limit for requesting a review has expired, the Head of the relevant AOU. The staff member concerned shall advise the faculty, which may confirm the grade or amend the grade or determine that a review of the grade should occur.

15.2.2 If such consultation fails to take place through no fault on the part of the student, or fails to resolve the matter, and the student wishes to take the matter further, then the student must, within 20 working days of the publication of the grade, or date of dispatch of the result by mail (whichever is later), make a written request that the grade be reviewed, including detailed grounds for the request and indicating the nature of the review requested. This request must be submitted to the faculty nominee. Should the topic convener also be the faculty nominee, this function will be fulfilled by the Executive Dean of the Faculty, or his/her alternate nominee.

15.2.3 The faculty will, within five working days from the request having been received, decide if a review of the grade is justified or not and will notify the student, in writing, of the decision and the reasons for the decision.

15.2.4 Where the faculty decides that a review of the grade is justified, the faculty must arrange for this to commence within ten working days and will determine its nature within the following provisions. Depending on the grounds for the appeal the review may include:

(i) ensuring that the process followed for assessing and determining the grade for the research component was in accordance with Clauses 11 and 12 of this policy;
(ii) arranging for a review of the grade.

15.2.5 A review of the grade may include an examination by a reviewer. The reconsideration must be undertaken, wherever possible, by a person other than the original examiners of the research component, who has expertise in the research area. The reviewer must ensure that the review exercise is as independent as possible, and he or she will be given all the relevant documentation that was forwarded to the original examiners. After the reviewer has independently determined a grade for the research component, he or she will discuss this with the original two examiners and they will endeavour to reach agreement on the grade. If agreement cannot be reached the faculty will mediate and, in the event of agreement still not being possible, will determine the grade.

15.2.6 If an amendment to the grade is recommended as a result of the review, it must be submitted to the faculty for approval.

15.2.7 The faculty will, within five working days of the completion of the review, notify the student in writing of the outcome of the review, and the reasons for the decision.

15.3 A student whose request for a review of grade is not granted may appeal to the Student Appeals Committee. Such 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 dispatch of the notification from the Faculty. The appeal must:

- be accompanied by a copy of the letter the student had received from the faculty;
- include details of the review process entered into, the action which the student has taken thus far and the grounds for the appeal, including the evidence in support of the student’s case, together with supporting documentation; and
- specify what remedy is being sought within the range of remedies available to the Student Appeals Committee as described in the Policy governing the Student Appeals Committee.

15.4 All other matters relevant to an appeal and its conduct must be governed by the provisions of the Student Appeals and Complaints Policy and Procedures.
# Academic Calendar 2011

## SEMESTER 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Commencing</th>
<th>Census Date/ Public Holiday</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td>Week 3</td>
<td>14 March</td>
<td>Adelaide Cup Day</td>
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<tr>
<td>Week 4</td>
<td>21 March</td>
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</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>
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</tr>
<tr>
<td>Mid Semester Break</td>
<td>11 April</td>
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</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>
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<tr>
<td>Week 8</td>
<td>2 May</td>
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<td>Week 9</td>
<td>9 May</td>
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<tr>
<td>Week 10</td>
<td>16 May</td>
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<tr>
<td>Week 11</td>
<td>23 May</td>
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<tr>
<td>Week 12</td>
<td>30 May</td>
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<tr>
<td>Week 13</td>
<td>6 June</td>
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</tr>
<tr>
<td>Week 14</td>
<td>13 June</td>
<td>Queen's Birthday</td>
</tr>
<tr>
<td>Assessment</td>
<td>20 June</td>
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</tr>
<tr>
<td>Assessment</td>
<td>27 June</td>
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<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>
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</tbody>
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## SEMESTER 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Commencing</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>25 July</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1 August</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>8 August</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>15 August</td>
<td></td>
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<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>
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</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>
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<tr>
<td>Week 11</td>
<td>17 October</td>
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<tr>
<td>Week 12</td>
<td>24 October</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>31 October</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>7 November</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>14 November</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>21 November</td>
<td></td>
</tr>
</tbody>
</table>
Critical Dates 2011

**Semester 1 Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 10 March</td>
<td>Last day to pay Semester 1 up-front student contribution amounts and tuition fees</td>
</tr>
<tr>
<td>Friday 11 March</td>
<td>Last day to enrol in new topics. <em>If you enrol in topics on Friday 11 March 2011 up-front student contribution amounts and tuition fees will be due immediately upon enrolment.</em></td>
</tr>
<tr>
<td>Thursday 31 March</td>
<td><strong>Census Date</strong> Last Day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)</td>
</tr>
<tr>
<td>Friday 13 May</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 17 June</td>
<td>Last day to withdraw (WF)</td>
</tr>
</tbody>
</table>

**Semester 2 Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 5 August</td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td>Wednesday 10 August</td>
<td>Last day to pay Semester 2 up-front student contribution amounts and tuition fees</td>
</tr>
<tr>
<td><strong>Wednesday 31 August</strong></td>
<td><strong>Census Date</strong> Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)</td>
</tr>
<tr>
<td>Friday 7 October</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 11 November</td>
<td>Last day to withdraw (WF)</td>
</tr>
</tbody>
</table>

**Non-Semester Topics**

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

Please Note: You need to be enrolled in 13.5 units each semester to remain eligible for Youth Allowance or AUSTUDY. If you withdraw from a topic and your total study load is reduced below 13.5 units in a semester, you must notify Centrelink.
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: ARCH8510A Cultural Heritage Management Research Project (18 units)

Date on which this statement was provided to students: 3 March 2011

Duration of topic: Semester 1

School(s) responsible for topic: Humanities

Topic Coordinator: Dr Heather Burke

Telephone number of Topic Coordinator: 8201 3795

Expected student workload* (http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): 36hrs/wk

* 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:

On completion of this topic students will be able to:

- undertake independent research
- critically assess literature relating to cultural heritage management and archaeology
- construct, test and defend an argument
- understand theoretical, practical and/or political approaches to cultural heritage management at an advanced level

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>18-20,000 word thesis</td>
<td>100%</td>
<td>14th November 2011</td>
<td>Possible failure of topic</td>
<td>A minimum of 6 weeks after submission date</td>
</tr>
<tr>
<td>Seminar attendance and presentation</td>
<td>NGP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blog post</td>
<td>NGP</td>
<td></td>
<td></td>
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</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:

All pieces of work must be completed and submitted by the due date.

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: N/A

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: N/A

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:

Email to heather.burke@flinders.edu.au

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.

.................................................................
Signature of Topic Coordinator 11/2/2011

.................................................................
Date
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: ARCH8510B Cultural Heritage Management Research Project (9 units)
Date on which this statement was provided to students: 3 March 2011
Duration of topic: Semester 1
School(s) responsible for topic: Humanities
Topic Coordinator: Dr Heather Burke
Telephone number of Topic Coordinator: 8201 3795

Expected student workload* (http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): 18hrs/wk
* 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:

On completion of this topic students will be able to:
• undertake independent research
• critically assess literature relating to cultural heritage management and archaeology
• construct, test and defend an argument
• understand theoretical, practical and/or political approaches to cultural heritage management at an advanced level

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

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<tr>
<th>Format of each form of assessable work</th>
<th>Proportion of total marks</th>
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<tbody>
<tr>
<td>18-20,000 word thesis</td>
<td>100%</td>
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<td>Possible failure of topic</td>
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• 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:

All pieces of work must be completed and submitted by the due date.

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: N/A

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: N/A

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:

Email to heather.burke@flinders.edu.au

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.

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..........................................

Signature of Topic Coordinator  

11/2/2011 Date
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: ARCH8510C Cultural Heritage Management Research Project (9 units)

Date on which this statement was provided to students: 3 March 2011

Duration of topic: Semester 1

School(s) responsible for topic: Humanities

Topic Coordinator: Dr Heather Burke

Telephone number of Topic Coordinator: 8201 3795

Expected student workload* (http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): 18hrs/wk

* 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:

On completion of this topic students will be able to:

- undertake independent research
- critically assess literature relating to archaeological theory and practice
- construct, test and defend an argument
- understand theoretical, practical and/or political approaches to archaeology at an advanced level

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