
ARCH302: Digging Down Under: Archaeology of Australasia

Subject Outline

6 credit points

Subject Information

Autumn, 2025, Wollongong

Flexible

Dual Delivery This subject is delivered with both on-campus and Online/Distance learning options. Any student may enrol in this subject, provided they have met subject pre-requisite requirements

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to change teaching locations, teaching delivery and/or assessment delivery at short notice to ensure the safety and well-being of students and staff in response to the COVID-19 pandemic or other public health requirements.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages:

<https://www.uow.edu.au/science-medicine-health/>

Teaching Staff

| | |
|---------------------------|--|
| Teaching Role | Coordinator |
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| Consultation Times | Monday 14:00 - 17:00 (or by appointment) |

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Guiding Communication Principles for Students

Moodle Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

SOLS messages will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
- Timetable information
- Security and emergency information
- Students are encouraged to check SOLS messages daily as these messages are often of high priority

SOLS and Moodle announcements can NOT be responded to.

Email

- Communication to UOW staff by students should only be via a UOW email account
- If you have a question of a general nature in relation to assessment questions, Moodle assignment forums should be used rather than email

Remember to use the same principles when communicating online as you would face-to-face. Be clear and respectful and communicate with the same consideration you would expect from others.

Related Policies

- Online and email etiquette <https://tr.uow.edu.au/uow/file/976ffde2-b892-42cf-b20b-5c7a65bc08cc/1/Overview%20of%20Online%20and%20Email%20Etiquette.pdf>
- Using UOWmail <https://www.uow.edu.au/student/support-services/academic-skills/>
- Inclusive language guideline <https://documents.uow.edu.au/about/policy/students/UOW140611.html>
- The Student Charter <https://www.uow.edu.au/student/charter/>

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

Related Policies

Using UOWmail <https://www.uow.edu.au/student/support-services/academic-skills/>

Inclusive language guideline <https://policies.uow.edu.au/document/view-current.php?id=239>

Copyright

Commonwealth of Australia

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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Section A: General Information

Learning Outcomes

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Discuss the consultation process required to gain permission from private, government and indigenous stakeholders to investigate, assess and report on Aboriginal cultural heritage
2. Appraise the different knowledge systems and the impact of archaeological interpretation on modern perception of people and region
3. Demonstrate an understanding of general research methods and reflect on the challenges in Australasian archaeology
4. Demonstrate knowledge of the history of human occupation of Australasia from an archaeological perspective
5. Develop general academic reading and writing research skills, including the ability to conduct library-based research, summarise scholarly material, and critically evaluate evidence and arguments
6. Communicate academic oral and visual presentation skills, including presenting research outcomes as plain English language reports in digital and printed form

Subject Description

This subject introduces the archaeology of the Australasian region. It traces the history of human occupation in areas of Australia and its immediate neighbours through a range of key archaeological questions, such as the timing and nature of human arrival, megafauna extinctions, technology and economy, and explanations for cultural change. Through covering these issues, this subject illustrates the variability and complexity of human culture in Australasia, and also considers the influence of archaeological knowledge on modern ideas and representation of this region and its people.

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

The rules below are general rules that are required when participating in labs, practicals, fieldwork or simulated fieldwork activities. Before commencing these activities you are to ensure that you understand specific procedures and policy related to safety.

- All first year students undertaking Chemistry (CHEM101/102/104/105) must complete the Moodle WHS Induction (see details below)
- Before commencing lab/practical/fieldwork activity you are to ensure that you understand specific procedures and policy related to safety.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any fieldwork/practical work. These materials will be made available by the supervisor/Subject Coordinator.

- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases (Access Plans) must be discussed with the Subject Coordinator prior to commencing the activity.
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.
- For subjects including field trips, students may be required to contribute to costs associated with the provision of field trips that form part of the course of study.

EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

Additional Subject Details

The content for each week is organised into 8 different sections. Note that some of these sections are ESSENTIAL and some are SUPPLEMENTARY. This information will be made clear each week. You will only be assessed on the ESSENTIAL components, but you are encouraged to engage in all components of the content to get the best and most holistic understanding of Australian Archaeology.

1. **Overview:** Each week will start with a short overview of the week's topic and how the content and the different sections will support the topic.
2. **Concepts and theories:** Throughout the subject, students will be introduced to a range of difference concepts and theories that provide the basic framework for their understanding of the topic. The most important of these will be explained in the form of text and graphics.
3. **Current evidence and interpretations:** It is always easier to grasp concepts and theories when they are discussed as part of an example. This section will be presented as a series of short video lectures, together with a list of relevant readings and links to popular articles or academic texts that students can read to broaden their knowledge and to get a better understanding of the specific study.
4. **Getting to know an Australian Archaeologist:** Australian Archaeology is full of personalities. it is a privilege to do this work and this passion, together with a sense of responsibility, often shines through when talking to people about their work. The aim of the section is to introduce students to many of the people directly involved in Australian Archaeology who will share their experiences and perspectives as it relates to the topic of the week.
5. **The Australian Archaeologist's toolkit:** Archaeology is not just about digging holes and finding things! Many different scientific methods are used by archaeologist to get a more holistic picture of humans and their environments at a specific site, area or time period. One person cannot be good at all these methods, so archaeology is a team effort and specialists in various methods are often involved in a project. Together we can tell a richer and more inclusive story. The aim of this section is to provide a very broad overview of what the methods can tell you and what they are used for. Most methods will be explained using short (3 minute) explainer videos, whereas for others it may be a short bit of text or a reading.
6. **Australian Material Culture:** Stone, ochre, ceramics, metal, glass, plastic and organic materials, such as plants and animals and their by-products are all materials used in the past to create objects for use, ceremony, art or other purposes. The Australian archaeological record contains evidence of all types of materials, but not all types are present at all times. Stone is by far the most ubiquitous and makes up more than 99% of the archaeological record. In this section, we will discuss the different types of stone tools found in the record and their function and distribution, but will also introduce some of the less durable materials. This will be done through a combination of photographs and explanatory text.

7. **Working with Aboriginal and Torres Strait Islander People:** An essential part of doing archaeology in Australia is to work together with Aboriginal and Torres Strait Islander People. There are various ways in which this can be achieved. In this section, we will introduce the legislative and ethical frameworks that underpin this work. We will showcase through videos and text the different approaches, including examples of best practice.

8. **Activity/Tutorial:** The activity section will contain a prescribed reading or video that is linked to a forum in which you must participate. The tutorial is a timetabled Zoom 1hr session that will mainly focus on helping progress aspects of the Assessment tasks, but also offer opportunity to ask questions about the content of the week.

Using Generative Artificial Intelligence (GenAI)

GenAI technology (such as ChatGPT or Microsoft Co-pilot) is reshaping the University experience worldwide. UOW is committed to embracing GenAI as a tool to enhance learning experiences and develop vital work-readiness skills. However, misuse or use of GenAI in assessments where prohibited constitutes academic misconduct (as specified by [University Policy](#)).

It is important that students check if GenAI is permitted for each assessment task and how it is to be used and acknowledged. Please read the [student guidance](#) available on how to use GenAI ethically and critically, equally recognising its capabilities and limitations. For example:

1. **Generative AI is not a substitute for decision-making:** GenAI should complement, not replace, your critical thinking and decision-making skills.
2. **Output quality depends on prompts:** The quality of GenAI outputs is influenced by prompting. Poorly constructed or unclear prompts may generate outputs that are incorrect.
3. **Fact verification is essential:** GenAI outputs can be fabricated, presenting inaccurate information or contain harmful bias. Verify all GenAI outputs against reliable sources.
4. **Protect data and copyright:** Many GenAI technologies collect information in ways that breach privacy and data protection provisions, particularly where the source material is confidential or subject to copyright. Please check the Terms and Conditions of GenAI technologies and if unsure, contact [UOW Copyright Guidance](#). Learn more about how to access UOW secured GenAI tools [here](#).
5. **Transparency in use:** Where required, you must acknowledge GenAI use, including providing prompt histories and detailing how GenAI was utilised.
6. **Thoughtful and appropriate application:** Be mindful of when and how to use GenAI tools. Assess its appropriateness for each use, and refrain from use when not suitable.

If you have any questions, please contact your Subject Coordinator.

Major Text(s)

Required weekly readings are outlined in the Lecture Program and on Moodle.

All readings are available as pdf files in [ARCH302_S125: ARCH302 Subject Readings \(uowplatform.edu.au\)](#)

If there is a textbook available for purchase, you can find the details at University Bookshop <https://unishop.uow.edu.au/>

Recommended Readings and Other Resources

Recommended weekly readings and other resources are outlined on Moodle for each corresponding week.

All readings are provided in [ARCH302_S125: ARCH302 Subject Readings \(uowplatform.edu.au\)](#)

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to change teaching locations, teaching delivery and/or assessment delivery at short notice to ensure the safety and well-being of students and staff in response to the COVID-19 pandemic or other public health requirements.

Up to date timetable and delivery information is located at

<http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

| Week | Commencing | Topics Covered | Readings |
|------|-------------|---|---|
| 1 | 03 Mar 2025 | Introduction to Australian Archaeology | <ul style="list-style-type: none"> Langford, R.F. 1983. Our heritage - your playground. <i>Australian Archaeology</i> 16, 1-6. McNiven, I.J., Russell, L. 2008. Toward a postcolonial archaeology of Indigenous Australia. In: R.A. Bentley, H.D.G. Maschner, C. Chippendale (eds) <i>Handbook of archaeological theories</i>, pp. 423-443. AltaMira Press. |
| 2 | 10 Mar 2025 | Peopling of Greater Australia | <ul style="list-style-type: none"> O'Connell, J.F., Allen, J. 2012. The restaurant at the end of the universe: Modelling the colonisation of Sahul. <i>Australian Archaeology</i> 74, 5-17. Kealy, S., Louys, J., O'Connor, S. 2016. Islands under the sea: a review of early modern human dispersal routes and migration hypotheses through Wallacea. <i>The Journal of Island and Coastal Archaeology</i> 11(3), 364-384. |
| 3 | 17 Mar 2025 | Earliest evidence for occupation of Sahul | <ul style="list-style-type: none"> Clarkson, C., Jacobs, Z., Marwick, B., et al. 2017. Human occupation of northern Australia by 65,000 years ago. <i>Nature</i> 547, 306-310. O'Connell, J.F., Allen, J., Williams, M.A.J., et al. 2018. When did <i>Homo sapiens</i> first reach Southeast Asia and Sahul? <i>Proceedings of the National Academy of Sciences of the USA</i> 115, 8482-8490. |
| 4 | 24 Mar 2025 | Pleistocene settlement of Australia | <ul style="list-style-type: none"> Veth, P. 1989. Islands in the Interior: a model for the colonization of Australia's arid zone. <i>Archaeology in Oceania</i> 24, 81-92. Bird, M.I., O'Grady, D., Ulm, S. 2016. Humans, water, and the colonization of Australia. <i>Proceedings of the National Academy of Sciences of the USA</i> 113(41), 11477-11482. |
| 5 | 31 Mar 2025 | Pleistocene occupation and societies | <ul style="list-style-type: none"> Langley, M.C., Clarkson, C., Ulm, S. 2019. Symbolic expression in Pleistocene Sahul, Sunda and Wallacea. <i>Quaternary Science Reviews</i> 221, 105883. Langley, M.C., Clarkson, C., Ulm, S. 2011. From small holes to grand narratives: The impact of taphonomy and sample size on the modernity debate in Australia and New Guinea. <i>Journal of Human Evolution</i> 61, 197-208. |

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| 6 | 07 Apr 2025 | Australian megafauna extinctions | <ul style="list-style-type: none"> David, B., Arnold, L.J., Delannoy, J.J., et al. 2021. Late survival of megafauna refuted for Cloggs Cave, SE Australia: Implications for the Australian Late Pleistocene megafauna extinction debate. <i>Quaternary Science Reviews</i> 253, 106781. |
| 7 | 14 Apr 2025 | Mid-term Review | |
| | 21 Apr 2025 | Mid-Session Recess | |
| 8 | 28 Apr 2025 | Holocene intensification, population growth and technological change | <ul style="list-style-type: none"> Lourandos, H., Ross, A. 1994. The great 'intensification debate': its history and place in Australian archaeology. <i>Australian Archaeology</i> 39(1), 54-63. Ulm, S. 2013. 'Complexity' and the Australian continental narrative: Themes in the archaeology of Holocene Australia. <i>Quaternary International</i> 285, 182-192. |
| 9 | 05 May 2025 | Holocene economies | <ul style="list-style-type: none"> Ulm, S. 2011. Coastal foragers on southern shores: Marine resource use in northeast Australia since the late Pleistocene. In: N.F. Bicho, J.A. Haws, L.G. Davis (eds) <i>Trekking the shore: Changing coastlines and the antiquity of coastal settlement</i>, pp. 441-461. Springer Balme, J., O'Connor, S. 2016. Dingoes and Aboriginal social organization in Holocene Australia. <i>Journal of Archaeological Science: Reports</i> 7, 775-781. |
| 10 | 12 May 2025 | Food production and farming | <ul style="list-style-type: none"> Fairbairn, A. 2005. An archaeobotanical perspective on Holocene plant-use practices in lowland northern New Guinea. <i>World Archaeology</i> 37, 487-502. Florin, S.A., Carah, X. 2018. Moving past the 'Neolithic problem': The development and interaction of subsistence systems across northern Sahul. <i>Quaternary International</i> 489, 46-62. |
| 11 | 19 May 2025 | Rock art and symbolism | <ul style="list-style-type: none"> Tacon, P. S. (2019). Connecting to the Ancestors: why rock art is important for Indigenous Australians and their well-being. <i>Rock Art Research</i>, 36(1), 5-14. May, S., Maralngurra, J.G., Johnston, I.G., et al. 2019, 'This is my Father's painting': A first-hand account of the creation of the most iconic rock art in Kakadu National Park. <i>Rock Art Research</i> 36(2), 199 - 213 |
| 12 | 26 May 2025 | Ritual, trade and exchange networks | <ul style="list-style-type: none"> Daivd, B., Mullett R., Wright, N., et al. 2024. Archaeological evidence of an ethnographically documented Australian Aboriginal ritual dated to the last ice age. <i>Nature Human Behaviour</i> 8, 1481-1492. Ward, I., Key Jr, M. M., Riera, R., Carson, A., & O'Leary, M. (2019). Insights into the procurement and distribution of fossiliferous chert artefacts across southern Australia from the archival record. <i>Australian Archaeology</i> 85(2), 170-183. |

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| 13 | 02 Jun 2025 | Historical archaeology and cultural heritage | <ul style="list-style-type: none"> Paterson, A. 2018. Once were foragers: The archaeology of agrarian Australia and the fate of Aboriginal land management. <i>Quaternary International</i> 489, 4-16. Smith, C., Burke, H., Ralph, J., et al. 2019. Pursuing social justice through collaborative archaeologies in Aboriginal Australia. <i>Archaeologies</i> 15, 536-569. |
| | 09 Jun 2025 | Study Recess | |
| | 14 Jun 2025 | Examinations | |
| | 21 Jun 2025 | Examinations | |

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Additional Lecture Comments

A non-compulsory, weekly 2-hour tutorial is scheduled for those who wish to ask any questions or discuss the topic of the week or any of the assessment tasks. The tutorial takes place in a hybrid format, both in-person and online via Zoom.

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Tutorial/Seminar/Workshop Times

The Faculty uses the SMP Online Tutorial System and tutorial times and locations can be found at <https://www.uow.edu.au/student/timetables/index.html>. Please note that tutorial times on the timetable are provisional and may change.

Tutorial/Seminar/Workshop Program

Where the restrictions require temporary adjustments for delivery and tutorial/seminar/workshop arrangements, any necessary changes will be advised and provided by your Subject Coordinator. Please check Subject Moodle site regularly

| Week | Week Commencing | Topics Covered | Readings and Activities |
|------|-----------------|--|---|
| 1 | 03 Mar 2025 | Introduction to subject | <ul style="list-style-type: none"> • Introduce subject structure, assessments and other requirements • Discuss weekly lecture content |
| 1 | 03 Mar 2025 | Historical archaeology and cultural heritage | <ul style="list-style-type: none"> • Discuss weekly lecture content • Q&A: Assessment 4 |
| 2 | 10 Mar 2025 | Peopling of Greater Australia | <ul style="list-style-type: none"> • Introduce Assessment 2 • Discuss weekly lecture content |
| 3 | 17 Mar 2025 | Earliest evidence for occupation of Sahul | <ul style="list-style-type: none"> • Discuss weekly lecture content |
| 4 | 24 Mar 2025 | Pleistocene settlement of Australia | <ul style="list-style-type: none"> • Discuss weekly lecture content |
| 5 | 31 Mar 2025 | Pleistocene occupation and societies | <ul style="list-style-type: none"> • Discuss weekly lecture content • Q&A Assessment 2 |
| 6 | 07 Apr 2025 | Australian megafauna extinctions | <ul style="list-style-type: none"> • Discuss weekly lecture content • Q&A: Assessment 1 |
| 7 | 14 Apr 2025 | NO TUTORIAL THIS WEEK | Use time to study for Assessment 1 Quiz |
| | 21 Apr 2025 | Mid-Session Recess | |
| 8 | 28 Apr 2025 | Holocene intensification, population growth and technological change | <ul style="list-style-type: none"> • Introduction to Assessment 3 • Discuss weekly lecture content |
| 9 | 05 May 2025 | Holocene economies | <ul style="list-style-type: none"> • Discuss weekly lecture content |
| 10 | 12 May 2025 | Food production and farming | <ul style="list-style-type: none"> • Discuss weekly lecture content |

| | | | |
|----|-------------|--|---|
| 11 | 19 May 2025 | Rock art and symbolism | <ul style="list-style-type: none"> • Discuss weekly lecture content |
| 12 | 26 May 2025 | Ritual, trade and exchange networks | <ul style="list-style-type: none"> • Discuss weekly lecture content • Q&A: Assessments 3 |
| 13 | 02 Jun 2025 | Historical archaeology and cultural heritage | <ul style="list-style-type: none"> • Discuss weekly lecture content • Q&A: Assessment 4 & career pathways |
| | 09 Jun 2025 | Study Recess | |
| | 14 Jun 2025 | Examinations | |
| | 21 Jun 2025 | Examinations | |

The above program may be subject to change.

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys.

This subject was first developed as a fully online distance learning subject in 2021.

The layout, topics and sections were further developed in 2022-2023. Three key improvements included: (1) introduction of a timetabled zoom tutorial in some weeks to facilitate some direct communication between staff and students, (2) introduction of icons dividing materials into essential (i.e., assessable) vs. supplementary materials. The latter will significantly enhance your learning. (3) Improved instructions and marking rubrics for assessment tasks.

In 2024, the online tutorial is replaced by a hybrid tutorial where students can attend in-person.

In 2025, based on student feedback, the weekly online lecture videos are replaced by a 2hr in-person lecture on campus. The lecture is recorded and can be viewed via ECHO360.

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

| Assessment Item | Form of Assessment | % |
|-----------------|--------------------|------|
| Assessment 1 | Quiz | 15% |
| Assessment 2 | Report | 35% |
| Assessment 3 | Report | 35% |
| Assessment 4 | Quiz | 15% |
| | TOTAL MARKS | 100% |

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

A formative assessment activity (with written or verbal feedback) will be conducted before census date - please see [UOW Key Dates](#).

Assessment 1: Quiz - Test of Pleistocene concepts, methods and technologies

| | |
|------------------------------|--|
| Marking Criteria | No marking criteria. |
| Length | 30 multiple choice or true/false questions each worth one mark 2 short-answer questions, each worth 10 marks |
| Weighting | 15% |
| Assessment Due | 18 Apr 2025 (Friday in Session Week 7) Final submission time: 5:00pm |
| Type of Collaboration | Individual assessment |
| Style and format | Combination of multiple-choice questions and short answers. |
| Assessment submission | Online via Moodle |
| Assessment return | 1 week after submission |
| Detailed information | This is an online open book test covering everything taught during the first 6 weeks. The use of GenAI is prohibited in this assessment. You will receive a zero mark if GenAI is found to have been used to answer the quiz questions. |

Assessment 2: Report - Stakeholder identification, engagement and site report

| | |
|------------------------------|--|
| Marking Criteria | The marking criteria will be made available on your eLearning site. |
| Length | 2500 words |
| Weighting | 35% |
| Assessment Due | 11 Apr 2025 (Friday in Session Week 6) Final submission time: 5:00pm |
| Type of Collaboration | Individual assessment |
| Style and format | The style and format should be consistent with that of a Report. A report is the documentation and analysis of the findings and recommendation from practical research, based on past research as well as present data and findings. In other words, it presents information. It is usually divided into sections which contains headings and subheadings and contains charts, graphs, tables and diagrams. It also includes an independent conclusion and recommendation. |

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|------------------------------|--|
| Assessment submission | <p>Online via Moodle</p> <p>This assessment has been set up to be checked by Turnitin, a tool which helps you check whether you have referenced correctly. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You may then make any changes that may be required and resubmit your final version by the due date.</p> |
| Assessment return | Friday 25 April 2025 |
| Detailed information | <p>You will choose a site from a list of case studies (made available on your eLearning site).</p> <p>Most people working in Archaeology in Australia would work as consultants. Archaeological consultants are often contracted to do Aboriginal Cultural Heritage Impact Studies as part of development plans. The outcome of such a study is called an Aboriginal Cultural Heritage Assessment report, which is a written report documenting the process of investigation, consultation and assessment.</p> <p>Three key components of conducting an Aboriginal Cultural Heritage Assessment are:</p> <ol style="list-style-type: none"> (1) Review of relevant legislation and statutory obligations, (2) Consultation with Aboriginal people, and (3) Review of background information. <p>In the sections on 'Working with Aboriginal and Torres Strait Islander People' in Weeks 1-5, we have touch on the first two of these components in general terms. In this report, you will find out details specific to the site you chose from the list provided and provide the information as a report. A typical list of contents would include:</p> <ul style="list-style-type: none"> - A title page - Executive summary - Table of contents - Introduction - Description of the area/site - Description of stakeholders and process of finding out this information - The required consultation process - Summary and analysis of background information about the site - Consideration of how further archaeological research can benefit/burden community - Conclusions and recommendations - References <p>IMPORTANT! Detailed instructions on how to complete this assessment are provided on Moodle. Make sure you review the instructions thoroughly ahead of time and look over marking rubric provided to see what elements you will be assessed on.</p> <p>GenAI policy: The use of GenAI is permissible only for drafting and editorial purposes, such as to catch spelling and grammatical mistakes. You are NOT ALLOWED to use GenAI to generate content for your essay. Any use of GenAI for content-creation will result in a zero mark.</p> |

Assessment 3: Report - Literature Review (fully referenced)

| | |
|------------------------------|---|
| Marking Criteria | The marking criteria will be made available on your eLearning site. |
| Length | 2500 words |
| Weighting | 35% |
| Assessment Due | 30 May 2025 (Friday in Session Week 12) Final submission time: 5:00pm |
| Type of Collaboration | Individual assessment |
| Style and format | Essay |
| Assessment submission | Online via Moodle This assessment has been set up to be checked by Turnitin, a tool which helps you check whether you have referenced correctly. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You may then make any changes that may be required and resubmit your final version by the due date. |
| Assessment return | Friday 13 June 2025 |
| Detailed information | <p>The objective of this essay is to enable you to explore one of the topics of most interest to you that relate to a key issue in the archaeology of Greater Australia. The word limit is 2500 ± 10% (not including the reference list). You will be able to explore this topic in much greater depth than is possible in this subject.</p> <p>Choose one essay topic from the list provided below:</p> <p><u>1. Early occupation: simple vs. complex?</u> Explore and critically evaluate the notion that ‘Pleistocene occupation of Australasia was simple and conservative, reflecting relatively unsophisticated behaviour and technology’. Support your discussion with archaeological examples from at least two geographically distinct regions of Sahul.</p> <p><u>2. The great ‘Intensification’ debate</u> Using archaeological examples from two distinct regions of Australia, evaluate the arguments for and against the notion of social and economic complexity emerging within the mid to late Holocene.</p> <p><u>3. Trade and exchange in Australasia</u> Critically examine the archaeological evidence for trade and exchange in Australasia, and discuss the social, political and economic importance of this phenomenon using at least one case study from Australia and New Guinea or the Torres Strait. Illustrate with an Australian example, and one from New Guinea or the Torres Strait.</p> <p><u>4. Stone artefacts and human behaviour</u> Using examples, evaluate the proposition that changes in stone artefact technology through time and space in Australian prehistory reflects variability in hunter-gatherer economies (e.g. patterns of settlement and subsistence).</p> <p>You will need to engage with at least ten (10) references to do this essay reasonably well. It is advised that you read broadly and include case studies and examples, where appropriate. Note that un-refereed and non-peer reviewed sources (including on-line sources such as Wikipedia) are not acceptable scholarly sources and their use will attract a low grade. Also note that the learning materials made available to you on Moodle is not a source. You must provide primary sources.</p> |

| | |
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| | <p>Illustrations are not required, but may help you to contextualise your case studies and arguments. In case you use these, please ensure that captions are provided and these will count towards your word count and the origin of the illustrations (if not original) are referenced appropriately.</p> <p>GenAI policy: The use of GenAI is permissible only for drafting and editorial purposes, such as to catch spelling and grammatical mistakes. You are NOT ALLOWED to use GenAI to generate content for your essay. Any use of GenAI for content-creation will result in a zero mark.</p> |
|--|--|

Assessment 4: Exam - Test of Holocene concepts, methods and technologies

| | |
|------------------------------|---|
| Marking Criteria | No marking criteria |
| Length | 25 multiple choice or true/false questions, each worth one mark. 2 short-answer questions, each worth 10 marks. Personal reflection, worth 5 marks. |
| Weighting | 15% |
| Assessment Due | 06 Jun 2025 (Friday in Session Week 13) Final submission time: 5:00pm |
| Type of Collaboration | Individual assessment |
| Style and format | Combination of multiple-choice questions and short answers. |
| Assessment submission | Online via Moodle |
| Assessment return | 1 week after submission |
| Detailed information | This is an online open book test covering everything taught during weeks 8-13. The use of GenAI is prohibited in this assessment. You will receive a zero mark if GenAI is found to have been used to answer the quiz questions. |

Minimum Requirements to Pass this Subject

Student attendance at tutorials, practicals, seminars and/or simulations is not compulsory but is strongly recommended.

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- attempt all assessment tasks

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

| Learning Outcomes | Measures - Assessment weighting | | | |
|---|---|---|---|--|
| | Test of Pleistocene concepts, methods and technologies (15%) | Stakeholder identification, engagement and site report (35%) | Literature Review (fully referenced) (35%) | Test of Holocene concepts, methods and technologies (15%) |
| Discuss the consultation process required to gain permission from private, government and indigenous stakeholders to investigate, assess and report on Aboriginal cultural heritage | | ✓ | | |
| Appraise the different knowledge systems and the impact of archaeological interpretation on modern perception of people and region | | ✓ | | |
| Demonstrate an understanding of general research methods and reflect on the challenges in Australasian archaeology | ✓ | ✓ | ✓ | ✓ |
| Demonstrate knowledge of the history of human occupation of Australasia from an archaeological perspective | ✓ | ✓ | ✓ | ✓ |
| Develop general academic reading and writing research skills, including the ability to conduct library-based research, summarise scholarly material, and critically evaluate evidence and arguments | ✓ | ✓ | ✓ | ✓ |
| Communicate academic oral and visual presentation skills, including presenting research outcomes as plain English language reports in digital and printed form | | ✓ | | |

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Quiz Completion

Where there is a quiz component, any student who has not attempted and submitted a quiz within the specified timeframe will receive 0 (zero) marks for this assessment type. The quiz will not be reopened, and no alternative assessment will be set without extenuating circumstances and an approved academic consideration application. Late penalties do not apply to quizzes. If a student attempts a quiz but for technical issues is not able to submit the quiz, students must show evidence and apply for an academic consideration to sit a supplementary quiz.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

| Service | Link to information about the service |
|---|---|
| Aboriginal & Torres Strait Islander | https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/ |
| Careers advice | https://www.uow.edu.au/student/careers/ |
| Counselling | https://www.uow.edu.au/student/support-services/counselling/ |
| Student Accessibility and Inclusion (SAI) | https://www.uow.edu.au/student/support-services/sai/ |
| Information Tech. | https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted |
| Study Skills | https://www.uow.edu.au/student/support-services/academic-skills/ |

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here:

<https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>