AHIS346

Archaeological Field Work

S1 Fieldwork 2018

Dept of Ancient History

Contents

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General Information

Unit convenor and teaching staff
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By appointment

PACE Administration
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Credit points
3

Prerequisites
Permission by special approval

Corequisites

Co-badged status

Unit description
This unit is designed to facilitate archaeological fieldwork, which might take the form of excavation or an in-field archaeological project concerned with the processing, conservation and study of material from ancient societies or with the study of the environment in which ancient communities were situated. It is a PACE unit, and thus focused on experiential learning opportunities to promote a culture of transformative learning. The unit is supervised by the Department of Ancient History, so the overwhelming number of opportunities on offer for this unit are archaeological projects in the Mediterranean and surrounding countries. Many of the available archaeological projects are directed by or involve the staff of the department. We currently work in Italy, Croatia, Greece, Bulgaria, Israel and Egypt. Available archaeological projects are listed by PACE on their website under 'pace opportunities'. To get started you must first search the PACE website, find the project you want, and then follow PACE instructions on how to enrol. It is usual for students to undertake fieldwork in the semester breaks over December-February or June-July. Your enrolment in this unit must be for the semester after the break in which your fieldwork occurred.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire the skills to apply the archaeological practices in use at their site.

Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.

Gain analytical and interpretative skills in archaeological research at an advanced level.

General Assessment Information

A Guide to the Assessment Tasks for

AHIS 346 Archaeological Fieldwork

The modern role of archaeology is complex. Here are some thoughts from UNESCO:

http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity

They begin the discussion of 'Protecting Our Heritage and Fostering Creativity' with the thought that "In today's interconnected world, culture's power to transform societies is clear. Its diverse manifestations – from our cherished historic monuments and museums to traditional practices and contemporary art forms – enrich our everyday lives in countless ways."

We hope that you will find a way into this 'conversation' through archaeology.

A. Participation.

1. To gain entrance into this unit you will have signed up for an excavation. The excavation director and his staff will assign you tasks in various different parts of the project. They may be in an excavation trench or it could be in the treatment and sorting of material recovered by digging. It is all archaeology.

2. The excavation director and or his staff will assess your participation. They will give a mark out of 30% on the basis of your undertaking of the assigned tasks. So, it is important that you be clear about what it is they are wanting you to do (always ask questions).

3. Trying to explain the various skills you will practice on excavation is difficult without being on site or in the excavation rooms. There are many books that discuss, for example, useful surveying techniques. Online you might visit this commercial enterprise which offers some good information: http://www.archaeologyskills.co.uk/

B. Journal.

1. The journal is your personal record of your participation in the archaeological project. As such it is closely linked to how you are getting on with your assigned tasks.

2. You should briefly document the various tasks you have been assigned on a day to day basis. It is also a record of your own thoughts and ideas about the excavation, its organization and the part you are playing. You should then record your responses to the work you have been assigned.

3. On one level this exercise is descriptive. You are recording what is happening around you. On another it is a demonstration of your understanding of the archaeological enterprise and how you fit in.

4. Please observe the 800 word maximum limit per day and a maximum total of 16,000 words. Try and avoid repetition of the same descriptive material. There is no need to repeat, for example, the description of your trench – simply record what is changing. How did you contribute to those changes? What do you think the material you are uncovering is telling you about the site and the people who lived there?

5. **It must be submitted in electronic form via the assessment tool.**

C. Presentation.

1. The topic of the presentation is your archaeological fieldwork experience. This is a chance to show what you have learnt about archaeology. It is also a chance for you to hear what other students have been doing.

2. You have only 10 minutes. You should avoid long descriptions of the site and its history. Instead you should focus on the excavation and what you yourself accomplished.

3. If you are part of a large group of MQ students on the same excavation you will be assigned different topics for your presentation. Please check with your MQ excavation director or representative.

D. Research Essay

1. Your research essay is marked by the unit convenor, Dr Danijel Dzino

2. The essay is designed to encourage the student to engage with theoretical aspects of the practice of archaeological fieldwork.

3.**The essay should be submitted electronically via ilearn.**

4. Research Essay topic

Write an essay combining *a)* and *b)*:

a) Outline and discuss the aims of the excavation and the strategies that the excavation director has chosen to achieve these aims.

b) Outline and discuss your work on the excavation in relation to the aims and strategies set out in a)

For example – a) the aim of the excavation was clear a cemetery which was to be built over by a new housing project. The director decided to excavate half the known area given the available

resources and time. The director wished to examine mortuary practice of the period and placed special emphasis on looking for traces of food and drink placed in the graves. b) My role was to assist in the recording of the contents of each grave. I helped with the dry sieving of the soil.

So, given this example, you would then elaborate in the essay on themes such as rescue excavation strategies, our knowledge of mortuary practices of the period, the value and techniques of soil sieving etc. The essay thus aims to get you to think about what you are doing on the excavation. Keeping a diary detailing your work is thus going to be crucial.

Word Length: 3000 words (including bibliography)

Submission date: 8 June 2018.

IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. presentation.

Students must achieve an overall mark of 50% or above to complete the unit satisfactorily. Students must pass the assessment tasks of participation and the major essay to complete the unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation in excavation	30%	No	Last day of excavation
Journal	30%	No	11 May 2018
Presentation	5%	No	14 June 2018
Research Essay	35%	No	8 June 2018

Participation in excavation

Due: **Last day of excavation**
Weighting: **30%**

Students are required to participate in the excavation for the full period they have nominated on enrolling (a period which must be approved by the director of the excavation). They are required to undertake all of the duties which have been allocated to them by the director or supervising staff during the excavation. Marking will be provided by the excavation director.

On successful completion you will be able to:

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.

Journal

Due: **11 May 2018**
Weighting: **30%**

Students are required to maintain a journal which documents their participation in the activities of the excavation. This journal should record their day to day work, together with (where appropriate) a brief evaluation of their tasks. It might also include any other information or thoughts that the student believes relevant to their excavation experience. The journal should contain no more than 800 words per day. Marking will be provided by the excavation director. **The maximum length is 16,000 words**. **It must be submitted in electronic form via the assessment tool.**

On successful completion you will be able to:

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.

Presentation

Due: **14 June 2018**
Weighting: **5%**

A seminar day will be arranged for all participants to give a **10 minute paper, followed by a 5 minute question time** (or the speaker may speak for 15 minutes without questions). Each student is ask to present a brief account of their site and then to outline the work which they undertook. Where numerous students have worked at the same site the MQ staff member who has supervised their participation will help coordinate these presentations. Marking will be provided by the unit convenor, D. Dzino.

On successful completion you will be able to:

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Research Essay

Due: **8 June 2018**

Weighting: **35%**

Students are required to write a 3000 word research essay. The total word count does not include footnotes and bibliography. The topic will be set by the unit convenor. Marking will be provided by the unit convenor, K. A. Sheedy. **It must be submitted in electronic form via ilearn.**

On successful completion you will be able to:

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Delivery and Resources

Recommended Reading

Depending on the area of excavation, the student may be required to obtain a copy of a standard archaeological textbook. As an introduction the student might consult

J. Balme and A. Paterson (eds), Archaeological Practice: A Student Guide to Archaeological Analyses (ISBN: 978-0-470-65716-4) 2013, Wiley-Blackwell. Please contact the MQ supervisor of your chosen excavation.

Reconsidering Archaeological Fieldwork : Exploring On-Site Relationships Between Theory and Practice / edited by Hannah Cobb, Oliver J. T. Harris, Cara Jones, Philip Richardson. Boston, MA : Springer US, 2012. This e-book is available from MQ library.

Assignment Submission

Assessments 2 (Journal) and 4 (Research Essay) must be submitted electronically via iLearn.

Assessment 3 (Presentation).   You will be sent an email with the time of your presentation (and confirmation of all details). The presentations will be held in the Museum of Ancient Cultures seminar room. Students would normally offer a Powerpoint presentation.

Assignment Extensions

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made before the assignment's due date.

NB You should always keep a copy of completed tasks in case of loss.

SATISFACTORY COMPLETION OF UNIT

Students must attend the excavation of their choice for the full period of their participation. This period of time will be determined in consultation with your MQ excavation supervisor at the time of enrollment. Failure to complete the full period of participation may result in disqualification from the unit unless there are satisfactory medical or compassionate grounds.

Students must achieve an overall mark of 50% or above to complete the unit satisfactorily.

Unit Schedule

The unit schedule will vary between archaeological sites attended but will in all relevant respects follow the assessment tasks:

1. Prior to attendance at excavation the student must participate in meetings convened by PACE as well as those organized by the MQ excavation director or supervisor.

2. Participation in the excavation

3. On return from excavation the following assessments must be completed by the dates given in the unit guide

a. submission of journal

b. group presentation

c. research essay

Learning and Teaching Activities

Finding archaeological project

Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.

Researching the literature on the project

Students are required to use their bibliographical skills to find excavation reports or background data.

Participating in the field project

Students are required to be actively engaged in the team effort of the project.

Presenting research findings

Students are required on return from the project to present their research finding in both oral and written form.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

PACE-related policies, procedures, and other important information

PACE Activity – Early Commencement Procedure: – to outline the conditions under which the unit convenor of a PACE unit will consider a request from a student to commence or complete a PACE activity prior to the official start date of the associated PACE unit.

https://mq.edu.au/policy/docs/participation_activity/procedure_commencement.html

PACE - Managing Other Commitments Procedure: to outline the University's approach to an absence or other form of disruption during the session due to a student undertaking a PACE activity.

http://www.mq.edu.au/policy/docs/participation_activity/procedure.html

PACE - Reasonable Adjustments, Guideline and Procedure: Macquarie University will endeavour to match students with an appropriate host and feasible PACE activity to maximise student success. These documents provide good practice information for students and staff to encourage early disclosure of circumstances (e.g. disability, medical condition, flexible time arrangements, or leave days for official observances, etc.), which may impact on a student's

PACE activity, and the subsequent arrangement of reasonable adjustments when enrolling or participating in a PACE Unit (Guideline).

http://mq.edu.au/policy/docs/reasonable_adjust_pace/guideline.html

http://www.mq.edu.au/policy/docs/reasonable_adjust_pace/procedure.html

PACE activities requiring background checks: Some partner organisations may require students to complete certain background checks and/or clearances in cases where they will be working with children, young people, people with disabilities, the frail-aged, at-risk clients, and government/statutory agencies. It's very important that students complete the required background clearances before beginning the PACE activity. Any necessary information on background checks will be communicated directly to students by the Unit Convenor or the Faculty PACE team.

Policy regarding PACE and the AHEGS statement: PACE units will be flagged on student transcripts with the symbol 'π' after the unit code and before the unit title. Students can highlight this designation to future employers and academic institutions as the following definition, which details the value of such units, will also be included after the list of units and before Special Achievements, Recognition and Prizes (if included) or the Key to Grading:

π: Units marked with a π are designated PACE units. These units provide students with an opportunity to learn through practical experience and make a valuable contribution to the community by applying knowledge and skills acquired at the University.

PACE and Ethical Practice: Ethical considerations feature heavily in the PACE Initiative. As ambassadors of the University, students are expected to engage with the wider community in a responsible and ethically informed manner that respects the rights of individuals, communities and the environment. This expectation applies to all PACE activities regardless of their nature. Ethical practice involves negotiating the ethical complexities of the context with which you are working. This involves critically thinking about issues of power, hierarchy, culture and position, and about the potential risks of your work and interactions with others, immediate and over time. It is important to ensure that risks are mitigated and experiences are enriching and worthwhile for all those involved.

In addition to the role of students as ambassadors, partners must conform to the University's ethical standards; PACE activities must be aligned with the wellbeing of people and planet; there are research-based PACE activities as well as collaborative research with partners; and, the way in which everybody's PACE experiences are captured and shared must be ethical. If a student ever feels that unethical behaviour has occurred during a PACE activity, they should consult with their Unit Convenors and/or the Faculty PACE staff immediately. Further, any students whose PACE activity will involve research must consult with their convenor prior to commencement to confirm whether or not research ethics permission is required.

PACE and IP: Students enrolled in PACE units may be working with external industry partners. Although it is uncommon, during some activities Intellectual Property may be created and there may be some instances when the partner requires the assignment of IP. Students are encouraged to seek legal advice prior to entering into any such agreement. Students uncertain of their rights relating to IP ownership can seek advice from the Office of the Deputy Vice-

Chancellor (Research). This should be done by contacting the relevant Faculty PACE Manager.

PACE Grants and Prizes: There are several ways in which PACE might support students financially to undertake PACE activities. PACE students are also eligible to apply for the prestigious Prof. Judyth Sachs PACE Prizes.

http://students.mq.edu.au/courses/professional_and_community_engagement/pace_grants/

http://students.mq.edu.au/courses/professional_and_community_engagement/pace_prizes/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Assessment tasks

- Journal
- Presentation
- Research Essay

Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Assessment tasks

- Participation in excavation
- Presentation

Learning and teaching activities

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Gain analytical and interpretative skills in archaeological research at an advanced level.

Assessment tasks

- Participation in excavation
- Journal
- Presentation
- Research Essay

Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.
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- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
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Assessment tasks

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Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.

- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Assessment tasks

- Journal
- Presentation
- Research Essay

Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.

- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.
- Gain analytical and interpretative skills in archaeological research at an advanced level.

Assessment tasks

- Participation in excavation
- Journal
- Presentation
- Research Essay

Learning and teaching activities

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.

Assessment tasks

- Participation in excavation
- Presentation

Learning and teaching activities

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.

- Students are required on return from the project to present their research finding in both oral and written form.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Acquire the skills to apply the archaeological practices in use at their site.
- Develop a detailed knowledge of the archaeological methods and strategies which govern the design of their excavation.

Assessment task

- Participation in excavation

Learning and teaching activity

- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

Marking Rubrics

Please see iLearn for more information.

Technology used and Resources

Excavation

You must consult with your MQ excavation supervisor regarding the tasks you will be doing on excavation and the technology involved in your work.

Technology and Resources at MQ

The unit has an iLearn page which can be accessed at http://ilearn.mq.edu.au/. PC and Internet access are therefore required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement. Please consult your MQ excavation supervisor regarding any particular technology and resources relevant to your studies.

What has changed

In 2016 the unit AHIS 347 became the PACE unit AHIS 346.

Marking rubrics for all assignments have been placed on the unit guide.

The Research Essay will now be marked by the Unit Convenor.

Work Health Safety and Emergency procedures

Work, Health, and Safety (WHS)

A PACE Activity is an experiential activity allocated to, and undertaken by, a student within a PACE unit which may take place in premises other than the University (usually the Partner Organisation's premises). When working or studying in non-University premises, the primary responsibility for the health and safety of our students becomes that of the Partner Organisation hosting the student. However, as a student, you also have a legal responsibility under the Workplace Health & Safety Act 2011 and the Macquarie University Health & Safety Policy to ensure the health and safety of yourself and of others in the workplace.

Each student has a moral and legal responsibility for ensuring that his or her work environment is conducive to good health and safety, by:

- ensuring that their work and work area is without risk to the health and safety of themselves and others
- complying with the University's and Partner Organisation's Work Health & Safety Policy and Procedures
- reporting hazards and incidents as they occur in accordance with University and Partner Organisation's policy
- actively participating in all health and safety activities and briefing sessions (e.g. emergency evacuation procedures, site inspections etc.).

Each student is also required to advise their Unit Convenor or Faculty PACE Officer as soon as possible when:

- he/she feels unsafe at any stage during the PACE activity
- he/she did not receive a safety induction prior to the commencement of the activity covering: First aid, Fire and emergency evacuation; and Injury/incident reporting
- he/she did not receive any specialised instructions/training necessary to carry out the role
- an incident/accident happens (even when reported to the Partner Organisation/ supervisor and managed by them)

Non-compliance with the above may result in withdrawal of the student from the PACE Activity.

What to do in the case of an emergency:

1. Remove yourself from any danger.

2. Speak to your excavation supervisor. The excavation may have emergency procedures to follow.

THEN

3. Contact your Unit Convenor by email as soon as you can to notify them of the incident.

4. If you cannot reach your Unit Convenor, contact your Faculty PACE Officer by email to notify them of the incident.

5. If necessary, Contact Customer Care (24 hours): +61 2 8907 5995 and quote Insurance Policy number: 01PP532077.

N.B. For any minor issues with your participation activity, please speak to your excavation Supervisor. If the problem is more serious, please contact your Unit Convenor or your Faculty PACE Officer.

If you are experiencing difficulties and need to speak to a counsellor:

Contact the MQ Counselling Service at Campus Wellbeing on +61 9850 7497 (Monday - Friday, 8am-6pm, AEST).