Unit study package number: 5566
Mode of study: Internal
Tuition pattern summary: Lecture: 1 x 2 Hours
Fieldwork: 1 x 7 Days

This unit contains a fieldwork component. Find out more at the fieldwork education website: (fieldworkeducation.curtin.edu.au)

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Room: Level

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Room: 4H02

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Apply skills learned in previous courses to a "real world" mineral exploration setting by carrying out a range of geophysical survey methods at a remote project area, and writing an industry standard report summarising the project background, problems addressed, methods applied in the field, data processing - analysis - interpretation methodology and final outcomes.

Introduction
This unit will provide the student with some experience in performing geophysical measurements, data reduction, and interpretation. The application of the students knowledge and skills is centred upon a week of measurements in an active exploration area, usually in a remote location. Aspects covered in the field exercise and in sessions before and after the fieldwork will be planning, health and safety, geophysical skill sin acquisition, data quality control, and geological implications of geophysical data.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and conduct a major geophysical surveying in a field area</td>
<td><img src="Image" alt="Graduate Attributes" /></td>
</tr>
<tr>
<td>2 Work with industry and demonstrate a respect for cultural heritage, sacred sites and the environment</td>
<td><img src="Image" alt="Graduate Attributes" /></td>
</tr>
<tr>
<td>3 Select and apply standard geophysical methods for mineral exploration in a safe and professional manner, including respect for the environment</td>
<td><img src="Image" alt="Graduate Attributes" /></td>
</tr>
<tr>
<td>4 Interact with team members</td>
<td><img src="Image" alt="Graduate Attributes" /></td>
</tr>
<tr>
<td>5 Prepare an industry standard exploration report</td>
<td><img src="Image" alt="Graduate Attributes" /></td>
</tr>
</tbody>
</table>

Curtin's Graduate Attributes

| ![Apply discipline knowledge](Image) | ![Thinking skills](Image) (use analytical skills to solve problems) | ![Information skills](Image) (confidence to investigate new ideas) |
| ![Communication skills](Image) | ![Technology skills](Image) | ![Learning how to learn](Image) (apply principles learnt to new situations) (confidence to tackle unfamiliar problems) |
| ![International perspective](Image) (value the perspectives of others) | ![Cultural understanding](Image) (value the perspectives of others) | ![Professional Skills](Image) (work independently and as a team) (plan own work) |

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities

Creation of safe operating procedures
Opening instruments to collect gravity, magnetics, GPS, TEM, Seismic Reflection
Data quality control and transfer of data from field instruments
Geophysical data processing
Linking data together to make interpretations

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Project report| 80 percent | Week: 12  
Day: Friday  
Time: Midnight | 1,2,3,4,5                        |
| Assessment    | 20 percent | Week: 2 weeks after fieldwork  
Day: Friday  
Time: Midnight | 1,2,3,4                        |

Detailed information on assessment tasks

1. Project Report
2. An assessment of competency of operation of geophysical equipment and field operation standards

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments which students are required to submit will have a due date and time specified on the Unit Outline.
2. Accepting late submission of assignments or other work will be determined by the unit coordinator or Head of School and will be specified on the Unit Outline.
3. If late submission of assignments or other work is not accepted, students will receive a penalty of 100% after the due date and time ie a zero mark for the late assessment.
4. If late submission of assignments or other work is accepted, students will be penalised by ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assignment worth 20 will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and marked as 12/20, the student would receive 6/20. An assessment more than seven calendar days overdue will not be marked. Work submitted after this time (due date plus seven days) may result in a Fail - Incomplete (F-IN) grade being awarded for the unit.

Assessment extension

A student wishing to delay the completion or submission of an assessment task after the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at http://students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevented them from completing/submitting the assessment task.
The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Additional assessment information**

**Pass requirements**
The student must achieve a mark of 50% or greater

**Referencing style**
The referencing style for this unit is SEG Geophysics.

More information on this referencing style can be obtained at [http://www.seg.org/resources/publications/geophysics/instructionstoa](http://www.seg.org/resources/publications/geophysics/instructionstoa).

**Plagiarism**
Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Plagiarism is a serious offence. Student guidelines for avoiding plagiarism can be found at: [http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide.pdf](http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide.pdf). For more information refer to [academicintegrity.curtin.edu.au](http://academicintegrity.curtin.edu.au).

**Plagiarism monitoring**
Work submitted may be subjected to a plagiarism detection process, which may include the use of systems such as ‘Turnitin’. For further information, see [academicintegrity.curtin.edu.au/students/turnitin.cfm](http://academicintegrity.curtin.edu.au/students/turnitin.cfm).

**Additional information**

Persons with Senior First Aid and/or over the age of 25 may be given extra responsibilities during fieldwork.

Any food intolerances, allergies, disabilities, or health issues must be reported to the unit co-ordinator so that these may be accommodated for, if possible. Fieldwork may be conducted in very remote areas and such considerations need to be raised early enough so that measures can be taken to ensure students can participate in field activities.

Students will be responsible for providing their own Personal Protective Equipment during fieldwork. This will be detailed in briefings before fieldwork, but will always include as a minimum: lace-up safety boots, cotton trousers/jeans that are not too tight fitting, longsleeved cotton shirt with collar, and a hat with a brim.

**Enrolment**
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

**Supplementary and Deferred Exams**
Deferred examinations will be held at a date to be advised (see next section). Supplementary examinations, where applicable and when granted by the Board of Examiners, will be held at a date to be advised (see next section). Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to attend a supplementary or deferred examination on the date advised and to check their OASIS account on a weekly basis for official Curtin correspondence. If your results show that you have been granted a supplementary or deferred examination you should immediately check your OASIS email for details.

It is not possible to have a supplementary exam for this unit.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://unilife.curtin.edu.au/diversity_and_faith/faith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

We welcome feedback as one way to keep improving this unit. Students are encouraged to provide unit feedback through eVAUate, Curtin’s online student feedback system (see evaluate.curtin.edu.au/info). Recent changes to this unit include:

Fieldwork is planned to be in a different location each year with different goals. This it is expected that the main fieldwork period will be later, late Sept or early October. Also, this year the fieldwork may be split into two groups and completed over two weeks (each group a different week) to allow the fieldcamp to be accommodated in remote areas with limited accommodation.

See evaluate.curtin.edu.au to find out when you can eVAUate this unit.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>29 July</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>5 August</td>
<td>Information</td>
<td></td>
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<tr>
<td>2.</td>
<td>12 August</td>
<td>Fieldwork planning</td>
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<tr>
<td>3.</td>
<td>19 August</td>
<td>SOP development</td>
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<tr>
<td>4.</td>
<td>26 August</td>
<td>SOP development</td>
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<td>5.</td>
<td>2 September</td>
<td>Tuition Free Week</td>
<td></td>
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<td>6.</td>
<td>9 September</td>
<td>Survey planning</td>
<td></td>
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<td>7.</td>
<td>16 September</td>
<td>Fieldwork preparations</td>
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<tr>
<td>8.</td>
<td>23 September</td>
<td>Fieldwork preparations</td>
<td></td>
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<tr>
<td>9.</td>
<td>30 September</td>
<td>Tuition Free Week - Fieldwork TBA (notional plan)</td>
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<tr>
<td>10.</td>
<td>7 October</td>
<td></td>
<td>QC Data</td>
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<tr>
<td>11.</td>
<td>14 October</td>
<td>QC Data</td>
<td>Field report</td>
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<tr>
<td>12.</td>
<td>21 October</td>
<td>Progress Meeting</td>
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<tr>
<td>13.</td>
<td>28 October</td>
<td>Progress Meeting</td>
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<td>14.</td>
<td>4 November</td>
<td></td>
<td>Final report</td>
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<td>15.</td>
<td>11 November</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>16.</td>
<td>18 November</td>
<td>Examinations</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td>25 November</td>
<td>Examinations</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>