



Faculty of Engineering

School of Minerals and Energy Resources Engineering

Course Outline

MINE5060

Operational Geotechnical Management

Ismet Canbulat

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1 INFORMATION ABOUT THE COURSE

Course Code:	MINE5060	Term:	T2, 2021	Level:	PG	Units/Credits	6 UOC
Course Name:	Operational Geotechnical Management						

Course Convenor:	Prof Ismet Canbulat						
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Contact times	By appointment						

1.1 Course Description

Welcome to MINE/MNNG5060, Operational Geotechnical Management.

This course considers the principles of risk assessment methodologies and core geotechnical risks in underground coal mining; geotechnical risk management strategies; preparation of strata control management plans; geotechnical hazard mapping; geotechnical instrumentation; role and design of geotechnical measurement and monitoring systems; underground data collection; rock fall recovery techniques; geotechnical audits, quality assurance; geotechnical variability and dealing with non-compliance; geotechnical training; safe operating procedures; duty of care of geotechnical engineers; legislation; use of specialist consultants; geotechnical reporting and management interaction; professional responsibilities and accountabilities.

This course is an Intensive, five-day workshop program conducted at UNSW from 27th to 29th May 2019. Activities include course presentations, assignments, student presentations and the final exam.

How much time is required?

This course is worth 6 UOC. It will be presented in a block mode. It is recommended that approximately 150 hours is required for this course, for satisfactory performance in this program, depending on background and experience. It is the students' responsibility to manage and plan workloads as much as possible to enable a minimum of 8 hours per week.

1.2 Course Completion

Course completion requires:

- submission of **all assessment items**; failure to submit all assessment items will result in the award of an Unsatisfactory Failure (UF) grade for the Course.
- it is expected that you will attend at least 80% of lectures. Failure to meet the specified attendance requirements of the course may also result in the award of an Unsatisfactory Failure (UF) grade for the Course.

1.3 Assumed Knowledge

This course assumes a student has knowledge of:

- as this is a technical course in a postgraduate program, a fundamental understanding of both Mathematics and Physics to a standard at least equivalent to a first year course in a university engineering program
- basic mining and geological terms and descriptions
- mining systems.

2 AIMS, LEARNING OUTCOMES AND GRADUATE ATTRIBUTES

2.1 Course Aims

This course aims to equip the student with knowledge and skills in practical operational geotechnical management and other relevant processes and systems for all stages of mining operations, including design and implementation. It will also cover the duty of care, current legislation and the responsibilities of geotechnical engineers working in the industry, design elements of documentation, communication and training with the aim of safe and efficient mining operations.

2.2 Learning Outcomes

At the conclusion of this program the student will learn:

1. A practical competence and understanding in all areas presented in course description.
2. Knowledge of legislation, duty of care and responsibilities of geotechnical engineers.
3. Principles of effective operational ground control management and relevant plans
4. Understanding of elements of geotechnical designs.
5. Ground control instrumentation.

2.3 Graduate Attributes

This program will contribute to the development of the following Graduate Attributes:

1. The skills involved in scholarly enquiry
2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
3. The ability to engage in independent and reflective learning
4. The skills required for collaborative and multidisciplinary work
5. The skills of effective communication

3 REFERENCE RESOURCES

3.1 Reference Materials

There are no required textbooks for this program. The recommended references include:

- Galvin, J.M. (2016). *Ground Engineering Principles and Practices for Underground Coal Mining*. Springer International Publishing. ISBN 978-3-319-25003-8. DOI 10.1007/978-3-319-25005-2.
- Bieniawski, Z.T. (1984). *Rock mechanics design in mining and tunnelling*, A.A. Balkema, Rotterdam.
- Bieniawski, Z.T. (1987). *Strata control in mineral engineering*, John Wiley and Sons. pp. 29-37.
- Bieniawski, Z.T. (1989). *Engineering rock mass classifications*. Wiley, NY, 251 pp.
- Brady, B. H. G., and Brown, E. T. (2006). *Rock Mechanics for Underground Mining*. (Third ed.). Cordrecht: Springer.
- Deep Mines Coal Industry Advisory Committee (DMCIDC), (1996). *Guidance on the use of rockbolts to support roadways in coal mines*. HSE Books, UK.
- Deep Mines Coal Industry Advisory Committee, Health and Safety Commission. (1996). *Guidance on the use of rockbolts to support roadways in coal mines*.
- Hoek, E. (2007). *Practical Rock Engineering*. Rocscience Hoek's corner. <http://www.rocscience.com/hoek/Hoek.asp>.
- Hoek, E. and Brown, E. T. (1980). *Underground excavations in rock*. Institution of Mining and Metallurgy.

- Hoek, E., Kaiser, P. K., and Bawden, W. F. (1995). *Support of Underground Excavations in Hard Rock*. Rotterdam: A.A. Balkema.
- Hutchinson, D. J., and Diederichs, M. S. (1996). *Cablebolting in Underground Mines*. Richmond, BC: BiTech Publishers.
- Jaeger, J. C., and Cook, N. G. W. (1979). *Fundamentals of Rock Mechanics* (Third ed.). London: Chapman and Hall.
- Peng, S.S. (1986). *Coal mine ground control*, 2nd edition, John Wiley and Sons, Inc. U.S.A.
- Van der Merwe, J.N. and Madden, B.J. (2002). *Rock engineering for coal mining. Safety in Mines Research Advisory Committee (SIMRAC)*. SAIMM Special Publications Series 7. April.

During the program many other publications and papers will be available in Moodle.

3.2 Other Resources (if applicable)

- *Report Writing Guide for Mining Engineers*, 2011. P Hagan & P Mort (Mining Education Australia (MEA) ISBN 978 0 7334 3032 9. Available on-line on course homepage.
- *Guide to Authors*, 2008. (Australasian Institute of Mining and Metallurgy; Melbourne).

3.3 Online Resources

Selected readings as well as other supporting material (e.g. course outline and lecture notes will be made available on Moodle.

3.4 Report Writing Guide

- Ground Control in Mining Conference Proceedings (University of West Virginia)
- Coal Operators' Conference (University of Wollongong)

4 COURSE CONTENT AND LEARNING ACTIVITIES

4.1 Course content

- Practical demonstration of risks in the other industries and comparison with the mining industry
- Activities of geotechnical engineers
- Mining risk and regulatory framework
- Historical changes in legislation
- Today's legislation in NSW and QLD
- Points of good practice
- Duty of care
- How to make decisions with conflicting advice, practical case studies
- Importance of geomechanical data
- Residual risks in geotechnical designs
- Monitoring
- Communication
- Training

4.2 Learning Activities Summary

Presentations and reading material are provided to provide students with technical information and examples of operational geotechnical management in the mining industry.

Discussions will be used to encourage students to articulate and defend positions, consider different points of view and evaluate evidence. Case studies will be used to provide practice in identifying potential problems and evaluating alternative course of actions.

At the end of the course there will also be an exam that will cover all aspects of MINE5010 to MINE5060.

UNSW Days	Day	Hrs.	Topic	Content/Activities	Presenter
1	15 th June	8	Previous disasters and relevance of current legislation	Course introduction	IC
				Review of MINE5050 assignments	
				Risk videos, Challenger and Alpha Piper	
				Activities of Geotechnical Engineers	
				Mining Risk and the Regulatory Framework	
				Presentations, reading	
2	16 th June	8	Core risks and management responsibilities	Historical changes in the mining legislation	IC
				How to make decision with conflicting advice; practical case studies	
				Quantitative and semi-quantitative design tools	
				Sinkhole occurrences and long-term stability issues, interactions of old workings with open cuts	
				Core risks and management responsibilities, professional responsibilities – workplace scenarios	
				Presentations, reading	
3	17 th June	8	Professional responsibilities – workplace scenarios	Opportunities for further revision/final questions	IC

Total student effort hours: Approx. 150, including study for the exam.

(Note: The above indication of “student effort hours” is indicative only – It reflects the anticipated level of total student involvement with the course – either through accessing or participating in online materials and activities; private research; preparation of assignments. Individual students may find their level of involvement differs from this schedule.

Other UNSW Key dates: <https://student.unsw.edu.au/new-calendar-dates>

5 COURSE ASSESSMENT

5.1 Assessment Summary

The range of assessment tasks have been designed to ensure a student can demonstrate they have satisfactorily attained the minimum requirements of the course as defined in the *Learning Outcomes* of the course and *Graduate Attributes* of the program. The student is also advised to review the relevant *Assessment Criteria* before completing each of the assessment items.

<i>Item No.</i>	<i>Assessment</i>	<i>Due Date</i>	<i>Weighting</i>	<i>Learning outcomes</i>
A01	Individual presentation – legislation	4 July 11:59pm	35%	1,3,4
A02	Individual report - Conflicting advice	18 July 11:59pm	35%	1,2,3,4,5
A03	Individual report - Crandall Canyon analysis	1 Aug 11:59pm	30%	1,2,3,4,5,6

You will need to bring a notebook computer, with Wi-Fi connection to be able to participate in the In-class activities.

5.2 Assessment Requirements

- All the course materials and assignments will be available online through Moodle. Access to the Moodle site is via the Moodle icon on the MyUNSW homepage, or at <https://moodle.telt.unsw.edu.au>

When

- As indicated above.
- Early submission is required in cases where the student will otherwise be absent on the due date of submission.
- Prior to submission, students should read the School Policy on *Assignment Submissions* which can be viewed at: www.engineering.unsw.edu.au/mining-engineering/what-we-do/about-the-school/school-general-guidelines
- In particular, the student should make sure they have read and understood the:
 - Declaration of Academic Integrity;
 - Assignment Submission requirements detailed in the *University Policies* section of the Course Outline; and
 - School Policy on *Assignment Submission* available on the School's website (the web address is given in the Course Outline). In particular note the requirement that only PDF documents should be uploaded and the required file naming convention.

Where

- *Submissions must be made electronically* through Turnitin in Moodle unless otherwise stated. Turnitin is a plagiarism checking service that will retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

What

- Submission requirements for all assignments are listed in Section 5.
- The submission must be:

- a single document in PDF format; and
- prepared in the form of a formal report that includes a list of reference sources cited in the report, prepared in accordance with the report writing standards of the School as contained in the **MEA Report Writing Guide for Mining Engineers**. A copy can be obtained from the UNSW Bookshop or downloaded from the School webpage.

How

- The submitted document must be consistent with the following file naming convention:
< **FamilyNameInitials_CourseCode_AssignmentNumber.pdf** >.
- A typical complaint filename would take the following form < *SmithPD_MINE5060_A01.pdf* > which elements correspond to:
 - Family name of student: Smith
 - Initial(s) of student: PD
 - Course Code: MINE5060
 - Assignment number: A01...as defined in the Course Outline for the assessment task
 - File format: PDF document

6 ASSESSMENT CRITERIA

The assessment criteria provides a framework for you to assess your own work before formally submitting major assignments to your course convenor. Your course convenor will be using this framework to assess your work and as a way to assess whether you have met the listed learning outcomes and the graduate attributes for your program. We ask that you don't use the assessment criteria guidelines as a checklist, but as a tool to assess the quality of your work. Your course convenor will also be looking at the quality, creativity and the presentation of your written assignment as they review the framework. Rubrics, wherever applicable, will be provided at the time of the assignment release.

The following assessment criteria provide a framework for students when preparing assignments in the course as well as a guideline for assessors when marking an assignment. The student is advised to review the relevant framework before undertaking their assignment.

The criteria listed for each item of assessment and the descriptions contained therein are not intended to be prescriptive nor is it an exhaustive list. Rather it should be viewed as a framework to guide the student as to the type of information and depth of coverage that is expected to be evident in a submission for assessment; the framework illustrates for example what would distinguish an excellent achievement from a poor achievement.

The student should be cognisant that a range of factors is often being assessed in any one assignment; not just whether the final results are numerically correct. Consideration is given to other relevant elements that contribute to the *Learning Outcomes* of the course as well as the *Graduate Attributes* of the overall degree program.

The student is cautioned against merely using the assessment criteria as a checklist. When assessing an assignment, elements in the framework will be examined in terms of quality and creativity. Hence ensuring all the listed elements are merely covered in an assignment is often not sufficient in itself and will not automatically lead to full marks being awarded. Other factors such as how the student went about presenting information, how an argument was structured and/or the elements supporting a particular recommendation or outcome are also important.

Finally, the framework can also be used to provide feedback to a student on their performance in an assignment.

6.1 Risk assessment scope

The assessment criteria and relative weighting that will be used in assessing the Risk Assessment Scope is summarised in the following table.

Assessment Criteria – Risk Assessment Scoping

<i>Criteria</i>	<i>Excellent</i>		<i>Good</i>		<i>Satisfactory</i>		<i>Unsatisfactory</i>		<i>Poor</i>		<i>nil</i>	
Quality of scope	<ul style="list-style-type: none"> scope contains all essential elements; and in the form of a formal report that was written and presented to a professionally high standard; and, all referencing and references were correct; and total word count was not less than 750 and did not exceed 1500 words. 		<ul style="list-style-type: none"> scope contains most essential elements; and in the form of a formal report that was well written and presented; and, all referencing and references were correct; and total word count was not less than 750 and did not exceed 1500 words. 		<ul style="list-style-type: none"> scope contains many essential elements; and in the form of a formal report with only a few very minor errors and exceptions; and all referencing and references were mostly correct; and total word count was not less than 500 and did not exceed 1000 words. 		<ul style="list-style-type: none"> scope lacks many of the essential elements; and/or in the form of a formal report but contained many minor errors and exceptions; and/or many errors in referencing and/or references; and/or total word count was less than 500 words. 		<ul style="list-style-type: none"> scope does not contain most of the essential elements; and/or was not presented in form of a formal report and/or contained major non-conformance issues; and/or majority of referencing and/or references were not correct; and/or total word count was less than 250 words. 		<ul style="list-style-type: none"> no scope submitted; and/or not submitted on time; and/or was not consistent with requirements of a formal report in terms of format, structure and style; and/or missing sections; and/or no references while referring to others work; and/or did not conform with assignment submission requirements; and/or 	
	20	16.5	16	12.5	12	10	9.5	6	5.5	2	0	

6.2 Assignment Reports

The assessment criteria that will be used in assessing the assignment reports is summarised in the following table.

Criteria	Excellent		Good		Satisfactory		Unsatisfactory		Poor		-
Executive Summary	The executive summary has clearly defined objectives and methodology of the project and includes a comprehensive summary of the findings and outcomes of the project.		The executive summary has defined objectives and methodology of the project and includes some summary of the findings and outcomes of the project.		The executive summary has defined objectives and methodology of the project with minor errors in summary of the findings and outcomes of the project.		The executive summary has some defined objectives and methodology of the project with errors in summary of the findings and outcomes of the project.		The executive summary has poorly defined objectives and methodology of the project with major errors in summary of the findings and outcomes of the project.		Provided no executive summary.
	5		4		3		2		1		0
Assumptions	Provided a comprehensive list of all the assumptions (e.g. geological model, geotechnical considerations, etc.) for the project with sound justification for the selection.		Provided a list of some of the assumptions (e.g. geological model, geotechnical considerations, etc.) for the project with sound justification for the selection.		Provided an incomplete list of assumptions (e.g. geological model, geotechnical considerations, etc.) for the project with some justification for the selection.		Provided an incomplete list of assumptions (e.g. geological model, geotechnical considerations, etc.) for the project with little justification for the selection.		Provided a limited list of assumptions (e.g. geological model, geotechnical considerations, etc.) for the project with little justification for the selection.		Provided no assumptions (e.g. geological model, geotechnical considerations, etc.) for the project.
	5		4		3		2		1		0
Design/testing/modelling	Provided a comprehensive technical justification for the topic and provided a justification for assumptions made, taking into account all relevant factors.		Provided a comprehensive technical justification for the topic and provided justification for assumptions made, taking into account some factors.		Provided some technical justification for topic and provided assumptions, taking into account some relevant factors.		Provided some technical justification for the topic and provided assumptions, taking into account limited amount of factors.		Provided limited technical justification for the topic and fundamentally flawed assumptions, taking into account amount of factors.		Provided no technical justification for the topic and fundamentally flawed assumptions, taking into account no factors.
	35	33	32	22	21	13	12	5	4	1	0
Safety/technical aspects	Provided comprehensive technical and safety improvement model		Provided comprehensive technical and safety improvement model with minor errors.		Provided sound technical and/or safety improvement model with minor errors with minor errors.		Provided some technical and/or safety improvement model with minor errors with minor errors.		Provided poor technical and/or safety improvement model with minor errors with minor errors.		Provided no technical and/or safety improvement model.
	35	33	32	22	21	13	12	5	4	1	0
Layout and standard of Report	Excellent logical structure, physical layout and attention to detail. No or few spelling mistakes or grammatical errors.		Good logical structure and physical layout. No or few spelling mistakes or grammatical errors.		Acceptable structure and physical layout. Some spelling mistakes or grammatical errors. Some errors in referencing.		Unacceptable structure and physical layout. Numerous spelling mistakes or grammatical errors. Errors in referencing.		Very little structure and physical layout. Numerous spelling mistakes or grammatical errors. Errors in referencing.		Report has no layout and structure.
	10	9	8	7	6	5	4	3	2	1	0
Conclusions and recommendations	The analysis of the work conducted highlights your comprehension and shows insight into the significance of the results. The report concludes with a clear concise summary of the outcomes and includes qualification.		The analysis of the work conducted demonstrates some comprehension. The report concludes with a summary of outcomes.		The analysis of the work conducted demonstrates limited comprehension. The report concludes with some summary of outcomes.		The analysis of the work conducted demonstrates limited or no comprehension. The report concludes with a poor summary of outcomes.		The analysis of the work conducted demonstrates lack of comprehension. The report concludes with a poor summary of outcomes.		No conclusions drawn from the analysis.
	10	9	8	7	6	5	4	3	2	1	0

7.1 How We Contact You

At times, the School or your course convenors may need to contact you about your course or your enrolment. Your course convenors will use the email function within Moodle or we will contact you on your @student.unsw.edu.au email address.

We understand that you may have an existing email account and would prefer for your UNSW emails to be redirected to your preferred account. Please see these instructions on how to redirect your UNSW emails: <https://www.it.unsw.edu.au/students/email/index.html>

7.2 How You Can Contact Us

We are always ready to assist you with your inquiries. To ensure your question is directed to the correct person, please use the email address below for:

Enrolment or other admin questions regarding your program:
<https://unswinsight.microsoftcrmportals.com/web-forms/>

Course inquiries: these should be directed to the Course Convenor.

7.3 Computing Resources and Internet Access Requirements

UNSW Minerals and Energy Resources Engineering provides blended learning using the on-line Moodle LMS (Learning Management System).

It is essential that you have access to a PC or notebook computer. Mobile devices such as smart phones and tablets may compliment learning, but access to a PC or notebook computer is also required. Note that some specialist engineering software is not available for Mac computers.

Mining Engineering Students: OMB G48/49

Petroleum Engineering Students: TETB

It is recommended that you have regular internet access to participate in forum discussion and group work. To run Moodle most effectively, you should have:

- broadband connection (256 kbit/sec or faster)
- ability to view streaming video (high or low definition UNSW TV options)

More information about system requirements is available at www.student.unsw.edu.au/moodle-system-requirements

7.4 Accessing Course Materials Through Moodle

Course outlines, support materials are uploaded to Moodle, the university standard Learning Management System (LMS). In addition, on-line assignment submissions are made using the assignment dropbox facility provided in Moodle. All enrolled students are automatically included in Moodle for each course. To access these documents and other course resources, please visit:

www.moodle.telt.unsw.edu.au

7.5 Assignment Submissions

The School has developed a guideline to help you when submitting a course assignment.

We encourage you to retain a copy of every assignment submitted for assessment for your own record either in hardcopy or electronic form.

All assessments must have a assessment cover sheet attached.

7.6 Late Submission of an Assignment

Full marks for an assignment are only possible when an assignment is received by the due date.

We understand that at times you may not be able to submit an assignment on time, and the School will accommodate any fair and reasonable extension. We would recommend you review the UNSW Special Consideration guidelines – see following section.

7.7 Special Consideration

You can apply for special consideration through [UNSW Student Central](#) when illness or other circumstances interfere with your assessment performance. Sickness, misadventure or other circumstances beyond your control may:

- Prevent you from completing a course requirement,
- Keep you from attending an assessable activity,
- Stop you submitting assessable work for a course,
- Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

We ask that you please contact the Course Convenor immediately once you have completed the special consideration application, no later than one week from submission.

More details on special consideration can be found at: www.student.unsw.edu.au/special-consideration

7.8 Course Results

For details on UNSW assessment policy, please visit: www.student.unsw.edu.au/assessment

In some instances your final course result may be withheld and not released on the UNSW planned date. This is indicated by a course grade result of either:

- WD – which usually indicates you have not completed one or more items of assessment or there is an issue with one or more assignment; or
- WC – which indicates you have applied for Special Consideration due to illness or misadventure and the course results have not been finalised.

In either event it would be your responsibility to contact the Course Convener as soon as practicable but no later than five (5) days after release of the course result. If you don't contact the convener on time, you may be required to re-submit an assignment or re-sit the final exam and may result in you failing the course. You would also have a NC (course not completed) mark on your transcript and would need to re-enroll in the course.

7.9 Students Needing Additional Support

The Student Equity and Disabilities Unit (SEADU) aims to provide all students with support and professional advice when circumstances may prevent students from achieving a successful university education. Take a look at their webpage: www.studentequity.unsw.edu.au/

7.10 Academic Honesty and Plagiarism

Your lecturer and the University will expect your submitted assignments are truly your own work. UNSW has very clear guidelines on what plagiarism is and how to avoid it. Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students. All the details on plagiarism, including some useful resources, can be found at www.student.unsw.edu.au/plagiarism.

All Mining Engineering students are required to complete a student declaration for academic integrity which is outlined in the assignment cover sheets. By signing this declaration, you agree that your work is your own original work.

If you need some additional support with your writing skills, please contact the Learning Centre or view some of the resources on their website: www.lc.unsw.edu.au/. The Learning Centre is designed to help you improve your academic writing and communication skills. Some students use the Centre services because they are finding their assignments a challenge, others because they want to improve an already successful academic performance.

7.11 Continual Course Improvement

At the end of each course, all students will have the opportunity to complete a course evaluation form. These anonymous surveys help us understand your views of the course, your lecturers and the course materials. We are continuously improving our courses based on student feedback, and your perspective is valuable.

Feedback is given via <https://student.unsw.edu.au/myexperience> and you will be notified when this is available for you to complete.

We also encourage all students to share any feedback they have any time during the course – if you have a concern, please contact us immediately.



School of Minerals and Energy Resources Engineering

Assessment Cover Sheet

Course Convenor: _____
 Course Code: _____ Course Title: _____
 Assignment: _____
 Due Date: _____
 Student Name: _____ Student ID: _____

ACADEMIC REQUIREMENTS

Before submitting this assignment, the student is advised to review:

- the assessment requirements contained in the briefing document for the assignment;
- the various matters related to assessment in the relevant Course Outline; and
- the *Plagiarism and Academic Integrity* website at < <http://www.lc.unsw.edu.au/plagiarism/pintro.html> > to ensure they are familiar with the requirements to provide appropriate acknowledgement of source materials.

If after reviewing this material there is any doubt about assessment requirements, then in the first instance the student should consult with the Course Convenor and then if necessary with the Director – Undergraduate Studies.

While students are generally encouraged to work with other students to enhance learning, all assignments submitted for assessment must be their entire own work and duly acknowledge the use of other person's work or material. The student may be required to explain any or all parts of the assignment to the Course Convenor or other authorised persons. *Plagiarism* is using the work of others in whole or part without appropriate acknowledgement within the assignment in the required form. *Collusion* is where another person(s) assists in the preparation of a student's assignment without the consent or knowledge of the Course Convenor.

Plagiarism and *Collusion* are considered as Academic Misconduct and will be dealt with according to University Policy.

STUDENT DECLARATION OF ACADEMIC INTEGRITY

I declare that:

- This assessment item is entirely my own original work, except where I have acknowledged use of source material [such as books, journal articles, other published material, the Internet, and the work of other student/s or any other person/s].
- This assessment item has not been submitted for assessment for academic credit in this, or any other course, at UNSW or elsewhere.

I understand that:

- The assessor of this assessment item may, for the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University.
- The assessor may communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

Student Signature: _____

Date: _____

Students are advised to retain a copy of this assessment for their records and submission should be made in accordance to the assessment details available on the course Moodle site.