Unit Outline 2014
Faculty of Health

Nutrition and Disease
8255
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*
   http://www.canberra.edu.au/student-services

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*
   http://www.canberra.edu.au/student-services

c) Any additional information specified in section 6h.

1: General Information

1a Nutrition and Disease

1b 8255

1c Semester 2, 2014

1d 3cp

1e Undergraduate third year level

1f Unit Convener
   Ms Cathy Knight-Agarwal
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   Phone: 6206 8682

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1g Administrative officer
   Mr Marial Kot
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2: Academic Content

2a Unit description and learning outcomes
This unit examines the role of nutrition in the aetiology of chronic diseases such as coronary heart disease, hypertension, obesity, cancer, dental caries and osteoporosis. The methodology used to determine the link between diet, nutrition and health will be introduced. Strategies for the dietary prevention of chronic disease will be explored.

This unit is co-taught with unit 8256 Nutrition and Disease G.

On completion of this unit students will be able to:
1. Explain the relationship between diet and nutrition and specific diseases;
2. Describe how evidence for the relationship between diet, nutrition and disease is obtained and prioritised; and
3. Translate knowledge of the relationship between diet and disease into prevention strategies for specific diseases.

2b Generic skills
Generic skills developed in this unit include:

1. Communication
   The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

2. Analysis and inquiry
   The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.

3. Problem solving
   The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

4. Working independently and with others
   The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

5. Professionalism and social responsibility
   The capacity and intention to use professional knowledge and skills ethically and responsibly for the benefit of others and the environment.

2c Prerequisites and/or co-requisites
Nutritional Science

3: Delivery of Unit and Timetable

3a Delivery mode
This unit will be delivered in an on-campus mode with one 2 hour lecture, and one 2 hour tutorial most weeks. Lectures will be recorded and pdf copies of lecture slides will be available via Moodle.
### Timetable of activities

#### Class/tutorial timetable:
- **Lecture:** Thursday 9.30–11.30am (6C35)
- **And the following tutorial:**
  - **Tutorial 1:** Thursday 3.30pm–5.30pm (2A12)
  - **Tutorial 2:** Thursday 3.30pm-5.30pm (2A13)

#### Week 1
- **Dates:** 11-15 Aug
- **Lectures:** Introduction to Nutrition & Disease
- **Tutorials:**
  - **Activity:** Overview of the unit outline, assessment, Work Integrated Learning placement
  - **Activity:** Using PEN
- **Notes:**

#### Week 2
- **Dates:** 18-22 Aug
- **Lectures:** Obesity - ONLINE
- **Tutorials:**
  - **Activity:** Understanding research designs in nutrition
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 3
- **Dates:** 25-29 Aug
- **Lectures:** Diabetes & Metabolic Syndrome
- **Tutorials:**
  - **Activity:** The western world today -Obesity/Diabetes/Metabolic Syndrome
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 4
- **Dates:** 1-5 Sept
- **Lectures:** Mental health
- **Tutorials:**
  - **Activity:** An exploration of foods and nutrients linked to Mental Health
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 5
- **Dates:** 8-12 Sept
- **Lectures:** Malnutrition
- **Tutorials:**
  - **Activity:** A closer look at Diet and Malnutrition in Australia
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 6
- **Dates:** 15-19 Sept
- **Lectures:** Cardiovascular disease - ONLINE
- **Tutorials:**
  - **Activity:** Communicating in Nutrition & Disease
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 7
- **Dates:** 22-26 Sept
- **Lectures:** Cancer
- **Tutorials:**
  - **Activity:** Do any foods prevent Cancer?
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 8
- **Dates:** 29 Sep – 3 Oct
- **Notes:** CLASS FREE PERIOD

#### Week 9
- **Dates:** 6-11 Oct
- **Lectures:** Liver and kidney disease
- **Tutorials:** WIL placement
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 10
- **Dates:** 13-17 Oct
- **Lectures:** Allergy and intolerance
- **Tutorials:** WIL placement
- **Notes:** Read relevant chapters in text book/articles on E-Reserve

#### Week 11
- **Dates:** 20-24 Oct
- **Lectures:** Osteoporosis and arthritis
- **Tutorials:** WIL seminars
- **Notes:** Read relevant chapters in text book

#### Week 12
- **Dates:** 27-31 Oct
- **Lectures:** Oral health
- **Tutorials:** WIL seminars
- **Notes:** Read relevant chapters in text book

#### Week 13
- **Dates:** 3-7 Nov
- **Lectures:** Preventive Health Strategies
- **Tutorials:** Revision
4: Unit Resources

4a Lists of required texts/readings
The following text is required for Nutrition and Disease. It can be purchased from the co-op bookshop. Copies will also be available in the library.


The subject guide for nutrition in the library is found at
http://canberra.libguides.com/nutrition

E-Reserve:
Students will be required to access additional readings via E-Reserve throughout the semester.

4b Materials and equipment
None.

4c Unit website
To find your unit site online, login to LearnOnline (Moodle) using your student ID.
Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, click here for instructions.

5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (Total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment item 1: Dementia Essay</td>
<td>5pm Friday 27th September (week 6)</td>
<td>25%</td>
<td>1,2,3</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Assessment item 2:</td>
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</tr>
<tr>
<td>a) WIL Presentation</td>
<td>Presentations due during allocated tutorials in weeks 11 and 12.</td>
<td>Part a) 15%</td>
<td>1,2,3</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>b) WIL Online posts</td>
<td>On-line post ONE due 5pm Friday 22nd August (Week 2) On-line post TWO due 5pm Friday 31st October (Week 12)</td>
<td>Part b) 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment item 3: Final examination</td>
<td>Exam period</td>
<td>40%</td>
<td>1,2,3</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
5b Details of each assessment item

Assessment Item 1: Essay on Dementia

Value: 25% of overall assessment
Word limit: 1500 words
Due Date: Friday the 19th of September at 5pm (Week 6)
Submission: Drop box on Moodle site

Purpose:
The purpose of this assignment is for students to develop skills in obtaining and applying scientific information to evaluate the link between diet, lifestyle and dementia. The essay helps students to consider the interaction of elements that contribute to dementia risk and to draw practical-based conclusions from the scientific literature. The essay addresses the three learning outcomes for this unit.

Background:
Mental Health is one of the key health priorities in Australia and significantly impacts on quality of life. The NSW/ACT Dementia Training Study Centre (University of Wollongong) will be funding a number of $500 essay prizes. Each of the essays entered must relate to dementia. The Nutrition and Dietetics Discipline at the University of Canberra has agreed to give students studying Nutrition and Disease, Semester 2, 2014 an opportunity to win this prize through this assessment item. The best three essays will be entered in the competition with student permission. Further information on the prizes, including the judging criteria will be distributed in tutorials and on Moodle.

Instructions:
“Dementia is a mental health disorder that is common in the elderly and has been associated with poor nutritional status.”

Discuss this statement providing evidence for nutrition-related factors associated with the development of dementia and translate this evidence into prevention strategies for this disease:
## Marking Criteria for essay:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD</th>
<th>DI</th>
<th>CR</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of the issue</td>
<td>Critically reviews and synthesizes evidence, including its significance; investigates contradictory information; identifies reasons for contradictions. All components of the essay question are equally covered.</td>
<td>Critically reviews and synthesizes evidence, including its significance; limited investigation of contradictory information; inconsistently identifies reasons for contradictions. Some components of the essay question not covered adequately.</td>
<td>Reviews evidence but it is poorly synthesized and significance not covered; does not investigate contradictory information; Some components of the essay question are not covered adequately.</td>
<td>Inadequate review of evidence and poorly synthesized; does not investigate contradictory information; Most components of the essay question are not covered adequately.</td>
<td></td>
</tr>
<tr>
<td>Weighting: 15 marks</td>
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</tr>
<tr>
<td>Discussion based on a wide range of scholarly works</td>
<td>Develops and justifies ideas based on a wide range of scholarly sources; accurately weighs evidence from these sources.</td>
<td>Develops and justifies ideas based on a sound range of scholarly sources; mostly accurately weighs evidence from these sources.</td>
<td>Develops and justifies ideas based on a limited range of scholarly sources; sometimes accurately weighs evidence from these sources.</td>
<td>Fails to adequately develop and justify ideas based on an adequate range of scholarly sources; rarely accurately weighs the evidence from any sources.</td>
<td>Fails to develop and justify ideas based on scholarly sources; uses unreliable information; does not accurately weigh the evidence from any sources.</td>
</tr>
<tr>
<td>Weighting: 15 marks</td>
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<tr>
<td>Identify gaps in the literature; discussion of future research directions.</td>
<td>Accurately identifies gaps in the literature; suggests plausible future directions of research, with clear justifications.</td>
<td>Accurately identifies gaps in the literature; suggests plausible future directions of research, without clear justifications.</td>
<td>Accurately identifies gaps in the literature; fails to consistently suggest plausible future direction of research.</td>
<td>Identifies some gaps in the literature that are not consistently accurate; fails to consistently suggest plausible future direction of research.</td>
<td>Fails to identify any gaps in the literature; fails to suggest plausible future direction of research.</td>
</tr>
<tr>
<td>Weighting: 5 marks</td>
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<tr>
<td>Conclusions</td>
<td>Analytical and clear conclusions well-grounded in theory and literature; highly consistent with main arguments.</td>
<td>Analytical and clear conclusions well-grounded in theory and literature; limited consistency with main arguments.</td>
<td>Clear conclusions well-grounded in theory and literature; limited consistency with main arguments.</td>
<td>Sound conclusions that show some grounding in theory and literature; inadequate consistency with main arguments.</td>
<td>Conclusions poorly grounded in theory and literature; no consistency with main arguments.</td>
</tr>
<tr>
<td>Weighting: 5 marks</td>
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<tr>
<td>Format, style and structure</td>
<td>Fluent writing style appropriate for an essay. Information flows in a logical and effective manner. Grammar/spelling accurate.</td>
<td>Fluent writing style appropriate for an essay; Information flows mostly in a logical manner; Grammar/spelling mostly accurate.</td>
<td>Writing style not consistently appropriate; Information flow lacks logic; Grammar/spelling often inaccurate.</td>
<td>Writing style is inappropriate for an essay. Information flow is illogical and ineffective. Grammar/spelling poor.</td>
<td></td>
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<tr>
<td>Weighting: 5 marks</td>
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<td></td>
</tr>
<tr>
<td>References</td>
<td>Referencing is consistently accurate; correct use of Vancouver style</td>
<td>Referencing is mostly consistent and accurate; some incorrect use of Vancouver style</td>
<td>Referencing is mostly consistent and accurate; some incorrect use of Vancouver style</td>
<td>Referencing is inconsistent and inaccurate; Vancouver style mostly incorrect.</td>
<td>Referencing is consistently accurate; correct use of Vancouver style</td>
</tr>
</tbody>
</table>
Assessment Item 2: Work Integrated Learning (WIL), Academic Posts and Oral Presentation

Introduction to WIL:
Nutrition is an integral part of food service provision. Foods prepared should aim to meet the nutritional needs of the target population being served (e.g. Meals on Wheels and the elderly). Students are required to undertake a minimum of 3 hour’s work experience with a community food service provider. Students will have the opportunity to experience “behind the scenes” of food preparation and delivery to particular target populations. Information pertaining to this unit’s WIL can be found on the Moodle site. This information outlines the details of the WIL placement organisation and expected duties as well as unacceptable behaviours and policies that must be adhered to (e.g. privacy). Prior to undertaking the WIL placement, police checks need to be completed. This will be outlined in Week 1 tutorial. A schedule of available times and locations for WIL will be presented to students in the week 1 tutorial(s). Police and working with vulnerable people checks need to be completed as soon as possible as this is a mandatory requirement before undertaking the WIL placement.

Purpose of part a) oral presentation:
Students are required to investigate the link between their WIL experience and a diet related disease/condition. For example ‘The Blue Door’ may help to promote good nutrition for those individuals with mental health issues. This assessment addresses all three learning outcomes for this unit.

| Value: | 15% |
| Time limit: | 5-7 minutes (students will be stopped after 7 minutes) plus questions |
| Due date: | Oral presentation during allocated tutorials in weeks 11 and 12. |
Marking Criteria for oral presentation:

<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of WIL placement organisation including the food and nutrition service(s) it provides and overall role in community</td>
<td>Highly accurate and logical information; Outstanding depth and breadth of understanding of WIL placement site; Thorough analysis of various data available from organisation or the peer review literature.</td>
<td>Accurate and logical information; Excellent depth and breadth of understanding of WIL placement site; Good analysis of various data available from organisation or the peer review literature.</td>
<td>Mostly accurate and logical information; Sound depth and breadth of understanding of WIL placement site; Good analysis of various data available from organisation or the peer review literature.</td>
<td>Information of a general nature rather than specific to the WIL placement organisation; Superficial coverage of issues; Analysis of data from organisation or the peer review literature outlined.</td>
<td>Information of a general nature; Superficial coverage of only some of the issues; Very little data from organisation or the peer review literature outlined.</td>
</tr>
</tbody>
</table>

Weighting: 5 marks

| Material is communicated in an academic style | Adhered to English conventions using appropriate vocabulary, grammar, punctuation, paragraphs, syntax, spelling; Power point slides clear and concise; Does not exceed time limit; Citations/references where appropriate; References are compliant with the Vancouver style. | Adhered to most English conventions; Power point slides written in a concise manner; Exceeded time limit by no more than 10%; Citations/references are generally compliant with the Vancouver style; Some references missing. | Did not follow English conventions; Exceeded time limit >10%; Limited/no references or citations. |  |

Weighting: 5 marks

| Oral presentation | Spoke in a clear and concise manner; Voice very well-modulated; Spoke with minimal use of notes; Visual and other materials were highly relevant and interesting, capturing the attention of the audience; Responded to questions confidently and accurately. | Spoke in a clear manner; Voice well-modulated; Spoke with notes; Visual and other materials were relevant and interesting, with some ability to capture the attention of the audience. | Difficult to hear and voice poorly modulated; Used poor, conspicuous notes; Visual and other materials were lacking or irrelevant and uninteresting. |  |

Weighting: 5 marks
Purpose of part b) online posts:
Discussion posts help students to engage with their peers and share knowledge. In your future working lives you will need to be able to put forward your ideas in an authoritative way. This assessment task expects students to stimulate lively discussion by using a ‘conversational’ tone, making reference to the scholarly literature where appropriate, while keeping submissions sharp and to the point. In the first post students are required to write about prevention strategies for a particular nutrition related disease state. For the second post students are required to write about members of western society who are most vulnerable to the nutrition related disease state outlined in post one. Compare or contrast your view with one, or many, of your student colleague posts.

Value: 20% (10% each post)
Word limit: Each post to be no more than 250 words (not including references)
Submission: Submit your posts via the drop box, which has been set up on the Nutrition and Disease Moodle site, labelled WIL On-line post.
Due date: On-line post 1: 5pm Friday the 22nd of August
On-line post 2: 5pm Friday the 31st of October
Marking Criteria for each post:

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>P</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of theory and practice related to relevant nutrition issues under discussion</td>
<td>Knowledge linked to real world issues in the discussion; Discussion considered multiple perspectives of the topic in question; Provided relevant examples to support ideas.</td>
<td>Knowledge linked to real world issues in the discussion; Discussion presented more than one viewpoint of the topic in question; Provided some examples to support ideas.</td>
<td>Knowledge linked to real world issues in the discussion; Discussion mentioned relevant issues; Provided limited example to support ideas.</td>
<td>Provided a generalised view of issues relevant to the discussion with tenuous links to real world issues.</td>
<td>Limited or no ability to link knowledge to real world issues.</td>
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<tr>
<td>Weighting: 10 marks</td>
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<tr>
<td>Communicates knowledge in an academic style</td>
<td>Adhered to English conventions using appropriate vocabulary, grammar, punctuation, paragraphs, syntax, spelling; Discussion is clear and concise and written in a flowing manner; Does not exceed word count; Citations/references were appropriate; References are compliant with the Vancouver style.</td>
<td>Adhered to most English conventions; Discussion is written in a concise manner; Exceeded word count by no more than 10%; Citations/references are generally compliant with the Vancouver style; Some references missing.</td>
<td>Did not follow English conventions; Exceeded word count &gt;10%; Limited/no references or citations.</td>
<td></td>
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<tr>
<td>Weighting: 5 marks</td>
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<tr>
<td>Analytical and interactive</td>
<td>Substantive new ideas providing major insights and direction for discussion; Thorough analysis and evaluation of the issues; Stimulated high quality discussions amongst the group; Discussion related to and respectful of comments made by other contributors.</td>
<td>Usually substantive new ideas providing good insights and sometimes leads the direction of discussion; Strong analysis and evaluation of the issues; Stimulated very good quality discussions amongst the group; Discussions related to and respectful of comments made by other contributors.</td>
<td>Sometimes substantive ideas providing useful insights but seldom new direction for discussion; Weak analysis and evaluation of the issues; Stimulated group discussion to some extent; Did not engage comments made by other contributors.</td>
<td>Few substantive ideas with few insights or rarely a constructive direction for the group; Only descriptive rather than analytical discussions; Comments not relevant or restates other contributions; Offered very little or nothing to the discussion to date.</td>
<td></td>
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</tbody>
</table>
Assessment Item 3: Examination

**Purpose:**
The purpose of the examination is to determine whether students have understood and can apply the theory necessary to achieve the learning outcomes for this unit.

**Value:** 40% of overall assessment

**Due date:** Exam period

**Duration:** 2 hours

**Materials allowed:** NIL

**Instructions:**
The final exam covers all information presented in the lectures and tutorials. The exam is 2 hours in duration and will include Multiple Choice Questions. To prepare for the exam, students should revise class notes, readings and tutorial activities.

**Unable to attend the exam:**
Students who are unable to attend the exam should refer to the Deferred Examinations procedures page on the UC website:

**Extensions must be applied for before the due date:**
Students can apply for an extension to the due date for submission of an assessment item on the grounds of illness or other unavoidable and verifiable personal circumstances. Documentary evidence will be expected in order that an extension be granted. It should be noted that such documentation will be considered but will not guarantee that the application will be successful. The Unit Convenor will decide whether to grant an extension and the length of the extension.

**Late submission of assignments:**
Late submission of assignments without an approved extension will result in the assignment not being marked and zero being recorded for that particular assignment.
In extenuating circumstances a late submission may be considered upon the production of supporting documentation and at the discretion of the unit convener.

**Referencing requirements for all assessment(s):**
Students are required to follow the Vancouver referencing style as outlined on Moodle.

5c **Submission of assessment items**
All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:
- Student Name:
- Student ID:
- Assessment Name:
- Word Count (if applicable):

5d **Special assessment requirements**
To pass the unit, you must complete all assessment tasks and attain a cumulative score of at least 50% overall.

5e **Supplementary assessment**
REFER TO THE UC SUPPLEMENTARY ASSESSMENT POLICY
5f Academic Integrity
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values.

Please see UC’s Academic Integrity Policy.

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into LearnOnline.

5g Use of text-matching software
The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. Click here for further information on the URKUND text-matching software.

6: Student Responsibility

6a Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and Welfare
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or Inclusion and Welfare as soon as possible so the necessary arrangements can be made.

6c Participation requirements
Students will need to participate in the WIL placement in order to fulfil the requirements of assessment item 2 as outlined in section 5b.

Whilst lectures will be recorded and recordings made available on the Moodle site, tutorials will not be recorded. It is in a student’s best interest to attend all scheduled tutorial sessions. If a student does not attend class, it is the responsibility of the student to cover any missed work.

6d Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills
Students are expected to submit typed assignments via Moodle unless there are extenuating circumstances.

6f Costs
Nil
6g  Work placements, internships, or practicums
This unit contains a Work-Integrated Learning (WIL) component. Further details will be provided on Moodle and during lecture and tutorial time.

6h  Additional information
The Faculty of Health, Learning and Resource Centre provides a mentor, 2 hours per week, to provide assistance to students on assessments, referencing and researching tasks related to this unit (see Moodle for further details).

7:  Student Feedback
Nutrition and Disease has been revised in 2014 to incorporate previous student feedback. All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8:  Authority of this Unit Outline
Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/her to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.