Unit Outline 2014
Faculty of Health

International Nutrition
9278
1: General Information

1a Unit title: International Nutrition

1b Unit number: 9278

1c Teaching Period and year offered: Semester 1

1d Credit point value: 3

1e Unit level: UG

1f Name of Unit Convener and contact details (including telephone and email)

Cathy Knight-Agarwal
Rm: 1C120
Ph: 02 6201 8682
Email: Cathy.Knight-Agarwal@canberra.edu.au

1g Administrative contact details (including name, location, telephone and email)

Mr Marial Kot (until March 2014)/ Mrs Sheetal Singhal (after March 2014)
Rm: 1C2477
Ph: 02 6201 2477
Email: Marial.Kot@canberra.edu.au / Sheetal.Singhal@canberra.edu.au
2: Academic Content

2a Unit description and learning outcomes

This unit will examine the major current nutritional challenges facing the global community. Topics will include the macro and micronutrient deficiencies in infants, adolescents and adults, such as protein-energy malnutrition, iron, zinc, vitamin A and iodine deficiencies; the nutritional consequences of HIV/AIDs; the impact of modernisation and urbanisation on the nutritional health of indigenous communities and countries in transition; the underlying causes of hunger in our world from social, political, economic and environmental perspectives; and short and long term nutritional issues associated with refugee populations. Finally, the approaches to the prevention and treatment of malnutrition, HIV/AIDs and diabetes and obesity in transition populations will also be explored.

This unit is co-taught with unit 8664 International Nutrition PG.

On completion of this unit, students will be able to:
1. Describe the current international epidemiology and clinical features of the major macro and micro-nutrient deficiency diseases across the globe and the impact of these deficiencies on public health outcomes;
2. Discuss the major short and long term nutritional consequences facing refugee populations;
3. Evaluate the causes of the juxtaposition of malnutrition and obesity in indigenous and transition populations; and
4. Outline the current approaches being used to prevent and treat malnutrition, HIV/AIDs, diabetes and obesity in developing countries and those in transition.

2b Generic skills

The types of generic skills and attributes that will be developed in this unit are:

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. Working independently and with others - The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively.
4. Professionalism & social responsibility - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

These skills will be developed through class activities (including moodle postings), presentations, group work, written assessment tasks and liaising with health professionals.

2c Prerequisites and/or co-requisites

8257 Nutritional Science
3: **Delivery of Unit and Timetable**

3a **Delivery mode**

This unit is delivered flexibly: on-campus activities and online materials are both available. There are no on-campus lectures, but students will be expected to attend tutorials. Tutorials do not occur every week. This class is co-taught with 8664 International Nutrition. Readings will be available in advance through the course materials or on e-reserve. Students are expected to complete readings prior to tutorials.

3b **Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topics</th>
<th>Tutorial Activities</th>
<th>Assessable discussion posts</th>
<th>Other assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a. Causes of hunger&lt;br&gt;Topics 1-3</td>
<td>Hunger and food wastage; food security; causes of hunger</td>
<td><strong>No Tutorial:</strong> Wed 20th Feb – Please read unit outline, start reading modules and familiarise yourself with this unit’s Moodle site</td>
<td><strong>Post 1:</strong> Personal introduction and food inequalities&lt;br&gt;<strong>Due:</strong> Friday 28th Feb at 5pm</td>
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<td>2</td>
<td>1a. Causes of hunger&lt;br&gt;Topics 1-3 continued from week 1</td>
<td>Hunger and food wastage; food security; causes of hunger</td>
<td><strong>Tutorial:</strong> Wed 26th Feb - Case studies and food security</td>
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<tr>
<td>3</td>
<td>1b. Macro and micro deficiency diseases&lt;br&gt;Topics 4, 5</td>
<td>Protein energy malnutrition and clinical features; vitamin and mineral deficiencies and clinical features</td>
<td><strong>Tutorial:</strong> Wed 5th March – Scenarios on deficiency diseases to be discussed in class</td>
<td><strong>Post 2:</strong> Vitamin A deficiency&lt;br&gt;<strong>Due:</strong> Friday 7th March at 5pm</td>
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<td>4</td>
<td>2. Countries in transition - obesity and malnutrition&lt;br&gt;Topics 6-8</td>
<td>The nutrition transition and the epidemiological change</td>
<td><strong>Tutorial:</strong> Wed 12th March - Videos and articles on nutrition transition</td>
<td><strong>Post 3:</strong> The obesogenic environment&lt;br&gt;<strong>Due:</strong> Friday 21st March at 5pm</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Details</td>
<td>Tutorial</td>
<td>Notes</td>
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<tr>
<td>5</td>
<td>2. Countries in transition - obesity and malnutrition</td>
<td>Topics 6-8 – continued from week 5</td>
<td>The nutrition transition and the epidemiological change</td>
<td>Tutorial: Wed 19th March - Role play and group discussion</td>
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<td>6</td>
<td>3. Refugees</td>
<td>Topics 9, 10</td>
<td>Short and long term food and nutrition issues for refugee populations and those in emergencies</td>
<td>Tutorial: Wed 26th March - Role play and group discussions; guest speaker</td>
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<tr>
<td>7</td>
<td>3. Refugees</td>
<td>Topics 9, 10 – continued from week 6</td>
<td>Short and long term food and nutrition issues for refugee populations and those in emergencies</td>
<td>Tutorial: Wed 2nd April - Flipped classroom, readings and answer questions; guest speaker</td>
<td>Post 4: Refugees nutritional concerns Due: Friday 4th April at 5 pm</td>
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<td>8</td>
<td>CLASS FREE PERIOD</td>
<td></td>
<td>No Tutorial: Wed 9th April - Self Directed Learning</td>
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<td>9</td>
<td>4. Prevention and treatment of major health issues</td>
<td>Topics 11, 12</td>
<td>Prevention and treatment of malnutrition in developing countries and those in transition</td>
<td>Tutorial: Wed 16th April - Flipped classroom; review of resources on malnutrition; Video</td>
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<tr>
<td>10</td>
<td>4. Prevention and treatment of major health issues – continued from week 9</td>
<td>Topics 11, 12 continued</td>
<td>Prevention and treatment of HIV/AIDS in developing countries and those in transition</td>
<td>Tutorial: Wed 23rd April - Students are required to write a Moodle post re: HIV/AIDS therapies; guest speaker</td>
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### 4. Prevention and treatment of major health issues

**Topics 11, 12 continued from weeks 9 and 10**

#### 11
- **Prevention and treatment of diabetes in developing countries and those in transition**
- **No Tutorial**: Wed 30th April – Self Directed Learning; Students are required to write a Moodle post re: prevention of diabetes in a developing country
- **Assessment 2**: Interview, report and presentation Due: Friday, 2nd May, 5pm

#### 12
- **Prevention and treatment of obesity in developing countries and those in transition**
- **Tutorial**: Wed 7th May – Group discussions on feasibility and practicality of implementing public health programs; guest speaker
- **Post 5**: Disease in the developing world Due: Friday 4th April at 5 pm

#### 13
- **Review of unit material**
- **Tutorial**: Wed 14th May – Exam Revision. Students to bring questions to class.

### 4: Unit Resources

#### 4a Lists of required texts/readings

For Unit readings and resources in the University of Canberra Library
- [Link to search page for Unit Readings](#) (print materials)
- [Link to search page for eReserve](#) (electronic materials)

#### 4b Materials and equipment

No other materials required other than the textbooks

#### 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 1: Assessable discussion posts on forum</td>
<td>1st post - Friday 28\textsuperscript{th} Feb 5pm&lt;br&gt;2nd post - Friday 7\textsuperscript{th} March 5pm&lt;br&gt;3rd post – Friday 21\textsuperscript{st} March 5pm&lt;br&gt;4th post – Friday 4\textsuperscript{th} April 5pm&lt;br&gt;5th post – Monday 5\textsuperscript{th} May 5pm</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment 2: Interview, report and presentation</td>
<td>Friday 2\textsuperscript{nd} May 5pm</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Assessment 3: Exam</td>
<td>During exam weeks</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
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</tbody>
</table>

**UC Generic Skills**
1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility

5b Details of each assessment item

**Assessment 1:** Assessable discussion posts on forum

**Value:** 30%

**Due dates and word limits:**
Assessable Discussion 1 – Module 1a: 100 words maximum per posting due 5pm, Friday 28\textsuperscript{th} Feb.
Assessable Discussion 2 – Module 1b: 200 words maximum per posting due 5pm, Friday 7\textsuperscript{th} March.
Assessable Discussion 3 – Module 2: 300 words maximum per posting due 5pm, Friday 21\textsuperscript{st} March.
Assessable Discussion 4 – Module 3: 400 words maximum per posting due 5pm, Friday 4\textsuperscript{th} April.
Assessable Discussion 5 – Module 4: 500 words maximum per posting due 5pm, Monday 5\textsuperscript{th} May.

The word limit specified is a maximum for each post.

**Rationale:**
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. This assessment task has been scaffolded, whereby students start with shorter posts and as confidence and competence is developed, expectations of the depth of your analysis will rise with longer posts.

**Purpose:**
This assessment item will enable you to:
- Develop skills in sharing knowledge with class members in a constructive way
- Analyse and evaluate a variety of videos, journal articles and other materials relevant to course content
- Develop skills in writing succinctly, using the scholarly literature to support your ideas.
Instructions:
There are five (5) Assessable Discussions and you MUST participate appropriately in each. There are other opportunities to contribute to forum discussions, but only the designated Assessable Discussions, as indicated on your schedule, will be assessed. The specifics of each assessable discussion can be found on the unit moodle site.

All students will be provided with formative feedback following their first posting. This will provide an opportunity to gauge your progress and the appropriate level of academic content in what for many of you may be the first experience in on-line learning. You will be assessed on the quality of all five assessable postings, with summative feedback provided, following the last posting. For ease of management of this task, the Unit Convenor may allocate you to an on-line Assessable Discussion group, depending on enrolment numbers. You may move the discussion in any broad direction that is related to the question/s and issues raised by the question/s. The Unit Convenor will monitor the Assessable Discussion/s regularly, and will intervene where appropriate e.g. to recognise a particularly valuable discussion or correct a misconception. It is the Assessable Discussion for you to explore in whatever directions and dimensions that you wish provided they are related to the question/s and the module/topic content. In addition, a penalty may be imposed if the Unit Convener believes that your language or content is inappropriate or offensive. Due levels of respect, professionalism and high ethical standards are expected of all at all times.

Marking Criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>HD</th>
<th>DI</th>
<th>CR</th>
<th>P</th>
<th>FL</th>
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<tbody>
<tr>
<td>Knowledge of:</td>
<td>Knowledge of influences and awareness of issues demonstrated by:</td>
<td>Knowledge linked to real world issues in the discussion; Discussion considered multiple perspectives of the discussion topic; 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 discussion topic; 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>
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<td>Weighting: 15 marks</td>
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| Communicate knowledge in an academic style | Academic writing skills demonstrated by: | 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 where | Adhered to most English conventions; Discussion is written in a concise manner | Did not follow English conventions; Exceeded word count >10% | Limited/no references or citations |
| Weighting: 6 marks | | | | | | |
**Weighting: 9 marks**

<table>
<thead>
<tr>
<th>Participate and present information in all online discussions demonstrated by:</th>
<th>Substantive new ideas providing major insights and direction for discussion;</th>
<th>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; Discussions related to and respectful of comments made by other contributors</th>
<th>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</th>
<th>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</th>
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<td>Weighting: 9 marks</td>
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**Assessment 2: Interview, report and presentation**

**Value:** 40%

**Due date:** 5pm, Friday, 2\textsuperscript{nd} May 2014

**Word limit report:** 1500 words

**Presentation Time:** 12 mins, with 3 minutes questions

**Rationale:**

This assessment task allows students to combine ‘real world’ experiences with the theory of food security/insecurity for many in the developing world, which will provided insight into issues that may arise in future practice as a nutritionist.

**Purpose:**

This assessment item will enable you to:

- Develop skills in liaising and interviewing either professionals or a member of the refugee population in Canberra
- Synthesise information from a variety of sources
- Contextualise food security theory for refugees in an Australian setting
- Develop skills in oral and written communication
Instructions:
1. You will be required to conduct and interview with a non-Government Organisation (NGO) that works with refugee groups in ACT or a refugee that has come from a country where food security/insecurity is a major issue. You will need to prepare suitable questions to ask during the brief interview of approximately 30 minutes, keeping in mind what you have learnt about food and nutrition issues faced by refugee populations. You will also be provided with contact details to assist with finding a suitable person with whom to speak. Further details of the focus of the interview follow in point 2.

2. Create a 2-4 page report about the food security situation in the country from which your refugee comes or one frequently encountered by the NGO staff member. Food balance sheet data must be utilized for this assignment. Guidelines on key points to be addressed are listed below:
   a) Summarize key (primary or secondary) evidence on the frequency, form, and severity of food insecurity, key commodities produced and consumed, dominant forms of livelihoods, crises commonly experienced, and common threats to livelihoods.
   b) Include a summary of food assistance programs and regional and domestic trade policies related to food.
   c) PG students only: Evaluate the causes of hunger and malnutrition in this country.
   d) Use your interview data to report on the personal experiences of refugees in dealing with food insecurity in their home country and/or refugee camps.

3. The presentation of your written report is open to your creativity. Use of tables, diagrams, maps etc would all be useful.

4. You will be required to present your findings to the class. Again, you can be creative in the way you decide to do this presentation.

Marking Criteria:

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<thead>
<tr>
<th>Criterion</th>
<th>HD</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of Food security theory and practice in selected country (eg. Food consumption patterns and food assistance programs in chosen country)</td>
<td>Highly accurate information; Outstanding depth and breadth of understanding of specific food security issues for chosen country; Thorough analysis of various data; Highly pertinent questions asked of interviewees</td>
<td>Accurate information; Excellent depth and breadth of specific food security issues for chosen country; Good analysis of various data; Pertinent questions asked of interviewees</td>
<td>Mostly accurate information; Sound depth and breadth of specific food security issues for chosen country; Good analysis of various data; Mostly pertinent questions asked of interviewees</td>
<td>Information of a general nature rather than specific to the chosen country; Superficial coverage of issues; Analysis of data adequate; Some pertinent questions asked of interviewees</td>
<td>Information of a general nature; Superficial coverage of only some of the issues; Very little primary and secondary data; Irrelevant questions asked of interviewees</td>
</tr>
<tr>
<td>Weighting: 10 marks</td>
<td>Report structure is logical; includes all required aspects of the assessment task; demonstrates creativity</td>
<td>Report structure is very logical; All requirements of the assignment</td>
<td>Report structure is reasonably logical; All requirements of the assignment included; Report is presented in a creative</td>
<td>Report structure lacks logic; Most requirements</td>
<td>Report structure is illogical; Few requirements</td>
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<tr>
<td>Weighting: 10 marks</td>
<td>Communicate knowledge in an academic style</td>
<td>Oral presentation</td>
<td>5c Submission of assessment items</td>
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<td>Academic writing skills demonstrated by:</td>
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<td>All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:</td>
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<td></td>
<td>Adhered to English conventions using appropriate vocabulary, grammar, punctuation, paragraphs, syntax, spelling; Report is clear and concise and written in a flowing manner; Evaluation demonstrates depth of analysis and understanding of the causes of hunger and malnutrition (PG only)</td>
<td>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; Kept to time</td>
<td>Student Name:</td>
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<td>Adhered to most English conventions; Report 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>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</td>
<td>Student ID:</td>
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<td></td>
<td>Did not follow English conventions Exceeded word count &gt;10% Limited/no references or citations</td>
<td>Difficult to hear and voice poorly modulated; Used poor, conspicuous notes; Visual and other materials were lacking or irrelevant and uninteresting</td>
<td>Assessment Name:</td>
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<td>Word Count (if applicable):</td>
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5d Special assessment requirements

(For year-long units only - when credit points are not counted until completion of the second unit. Delete for other units): Students enrolled in year-long units (consisting of a part A and part B unit code) will be allocated a continuing grade (CNTY) on completion of part A. Once the student has completed part B, the grade for part A will be updated such that the grades for the two unit codes are the same.

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 that 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

It is strongly encouraged that students attend the face to face tutorials as per unit timetable.

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 have basic computer literacy skills, access to a computer and the internet (in order to access Moodle and their university email account for notices). If students do not own a computer there are computers available in building 11 and building 7 (24 hours/day).

6f In-Unit Costs

(Note: To calculate your unit fees see: How do I calculate my fees?. The online UC Co-op Textbook Search is available for purchasing text books.)

6g Work placements, internships or practicums

There are none for this unit.

6h Additional information

Information relevant to this unit will be uploaded on the unit Moodle site. You will be required to undertake readings and activities prior to the tutorial sessions. Information on the required readings will be listed in the tutorial notes which will be available on the unit Moodle site.

Please note it is the responsibility of the student to ensure they check the Moodle site for updates and announcements. Students should also regularly check their student email.

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 the Moodle site for the Faculty of Health Learning and Resource Centre for further details regarding the mentor sessions). Availability of the student mentor will also be posted in the Toolbox on the unit Moodle site.

7: 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/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.