Unit Outline 2014
Faculty of Health

Food Health and Environment
9631
1: General Information

1a Unit title: Food, Health and Environment

1b Unit number: 9631

1c Teaching Period and year offered: Semester 2, 2014

1d Credit point value: 3cp

1e Unit level: 3

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

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

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Email: Marial.Kot@canberra.edu.au
2: **Academic Content**

2a **Unit description and learning outcomes**
This unit examines food systems and their interaction with the physical environment. We will focus on the sustainability of food systems by examining what we consume and how it affects the environment. The focus will include driving and limiting factors of a food system, how food systems have changed, the influences and consequences of this change. Public health nutrition issues relating to the changing food supply will be explored. This unit is co-taught with unit 8381 Food, Health and Environment PG.

On completion of this unit, students will be able to:

1. outline the different food systems used in the past and present, including factors that drive and limit them;
2. discuss sustainability of the environment, comparing and contrasting the strengths and limitations of different food systems;
3. analyse the role of consumers and retailing on food systems and food choice;
4. discuss the public health nutrition issues related to the changing food supply; and
5. evaluate alternative or complementary approaches to current food systems to increase sustainability.

2b **Generic skills**
The 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. Problem Solving - The ability to apply problem-solving process 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 & 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**
8259 Nutrition, Society and Health or permission of the unit convener.

3: **Delivery of Unit and Timetable**

3a **Delivery mode**
This unit is delivered in flexible delivery with some face-to-face tutorials (optional) and online material. During week 1, on Tuesday, August 12th from 9.30-11.30 am in 9A02, there will be a two hour session to outline the requirements of the unit, including the assessment items. There will be three further face-to-face tutorials in weeks 6, 9 and 12 on Tuesdays, 9.30-11.30am in 9A02.
3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

There are three key modules in this unit, each with specific sub-themes. Neither the modules themselves, nor the sub-themes in each module, are necessarily equivalent in terms of focus or time. I assume that you have no background in this unit. It is a broad unit introducing you to food systems, environments, consumers and consumerism, sustainability and health. As this unit is mostly on-line, you can take your own pace, to a degree. Below is a suggested timetable to help you plan the semester.

**Face-to-face tutorials** (optional): Tuesday 9.30-11.30am, room 9A02, weeks 1, 6, 9, 12

The unit comprises:

**Module 1: Sustainable Food Systems (4 weeks approximately)**

This module has two themes, food systems (in the context of food production) and sustainability of food production.

**Module 2: Retailing and Consumerism: effect on the environment (4 weeks approximately)**

This module also has two key themes, food retailing and consumer issues (for example, aspects of lifestyle, knowledge and influences on food behaviours) as well as the impact of food systems and their sustainability.

**Module 3: The effect of the physical environment and food systems on health and nutrition (4 weeks approximately)**

This module is focused on the impact of **Sustainable Food Systems and physical environment and food systems** (covered in Modules 1 and 2) on health outcomes in populations, particularly through factors influencing food choice in individuals and population groups.

Students are expected to participate and contribute to regular discussion sessions on Moodle.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assignments</th>
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</thead>
</table>
| 1    | **Module 1: Sustainable food systems**  
Consolidation questions, Agribusiness, Power in agribusiness – where does it lie?  
Tutorial: Tuesday, room 9A02 – 9.30-11.30am (focus assessment requirements) | Assessment 1  
Post 1: 22nd August |
| 2    | Factors affecting a food system, Changes in food availability, Globalisation: Impact on developed and developing countries | |
| 3    | Sustainability of food supply, Local access to food, Other types of sustainable agriculture | Assessment 1  
Post 2: 5th September |
| 4    | Sustainable agriculture, Revision for Module 1 | |
| 5    | **Module 2: Retailing and consumerism: effect on the environment**  
| 6    | Advertising and children’s food choices, Environment, food intake and consumption  
Tutorial: Tuesday, room 9A02 – 9.30-11.30am (focus on non-assessable discussion topics) | Assessment 1  
Post 3: 26th September |
| 7    | Environment and the consumer, Changing food practices: effects on the environment, Food: where does it come from? To what cost? And, for whom? | |
8 | Class free – Independent study | No formal contact - enables time for: Assignment(s) preparation and completion | Assignment 1<br>Post 4: 10th October |
---|---|---|---|
9 | Consumer views | Consumer skills and knowledge, Sustainable consumption: does it work? Why/why not? Who makes our food ‘decisions’? Revision for Module 2<br>Tutorial: Tuesday, room 9A02 – 9.30-11.30am (focus on non-assessable discussion topics) | |
10 | Module 3: The effect of the physical environment and food systems on health and nutrition | Determinants of Health, Environment and health, Changing food, changing health risks, Impacts on health of global food systems | |
11 | Monitoring the safety of food, World trade and health | | |
12 | Changing environments and effects on the poor, Globalisation and nutrition transitions, Food policy and governance | Tutoring: Tuesday, room 9A02 – 9.30-11.30am (focus on non-assessable discussion topics) | Assessment 1<br>Post 5: 31st October |
13 | Food sustainability and health. Compare and contrast international proposals for sustainability and health and the Australian proposal, Review of Module 3 | | Assessment 2<br>Literature review: 7th November |
14 | | | Assessment 1<br>Post 6: 14th November |

### 4: Unit Resources

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

There are two textbooks for this unit.


**Recommended reading**


The subject guide for nutrition in the library is found at [http://canberra.libguides.com/nutrition](http://canberra.libguides.com/nutrition)
For Unit readings and resources in the University of Canberra Library
(electronic materials)

4b Materials and equipment

- **Readings** available e-reserve.
- Access to the internet and download capacity.

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><strong>Assessment 1:</strong> Assessable discussion posts on forum</td>
<td>1st post - Friday 22nd August 5pm 2nd post - Friday 5th September 5pm 3rd post – Friday 26th September 5pm 4th post – Friday 10th October 5pm 5th post – Friday 31st October 5pm 6th post – Friday 14th November 5pm</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td><strong>Assessment 2:</strong> Literature review</td>
<td>Friday, 7th November 2014</td>
<td>70%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 5</td>
</tr>
</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

Some assessments will be moderated, as per the School of Public Health and Nutrition’s Moderation Procedures. A copy of the moderation procedures is available on the unit Moodle site.

5b Details of each assessment item

**Assessment 1:** Assessable discussion posts on forum
**Value:** 30%
Due dates and word limits:
Assessable Discussion 1 – Module 1: 150 words maximum per posting due 5pm, Friday 22nd August.
Assessable Discussion 2 – Module 1: 200 words maximum per posting due 5pm, Friday 5th September.
Assessable Discussion 3 – Module 2: 250 words maximum per posting due 5pm, Friday 26th September.
Assessable Discussion 4 – Module 2: 300 words maximum per posting due 5pm, Friday 11th October.
Assessable Discussion 5 – Module 3: 350 words maximum per posting due 5pm, Friday 31st October.
Assessable Discussion 6 – Module 3: 400 words maximum per posting due 5pm, Friday 14th November.

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:
You are expected to engage in all discussion tasks associated with the modules. To obtain a higher grade than a credit, you are required to complete all the assessable and non-assessable discussion tasks. You will be assessed on your overall participation (criteria 3) in the discussion throughout the unit. Only SIX assessable discussion activities will be assessed for knowledge (criteria 1) and communication skills (criteria 2). In your posts you are expected to critically appraise your peers’ postings, but in a respectful and collegiate fashion. The specifics of each assessable and non-assessable discussions can be found on the unit Moodle site.

All students will be provided with formative feedback following their first assessable 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 six 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>
</tr>
</thead>
</table>

Australian Government Higher Education (CRICOS)
Registered Provider number: #00212K
<table>
<thead>
<tr>
<th>1. Knowledge of: • Theory and practice related to relevant nutrition issues under discussion</th>
<th>Knowledge of influences and awareness of issues demonstrated by:</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td><strong>Weighting: 15 marks</strong></td>
<td></td>
</tr>
<tr>
<td>2. Communicate knowledge in an academic style</td>
<td>Academic writing skills demonstrated by:</td>
</tr>
<tr>
<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 where 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>
</tr>
<tr>
<td><strong>Weighting: 5 marks</strong></td>
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<tr>
<td>3. Participation</td>
<td>Participate and present information in all online (including assessable and non-assessable) discussions demonstrated by:</td>
</tr>
<tr>
<td>substantive new ideas providing major insights and direction for discussion; Thorough analysis and synthesis of the issues; Stimulated high quality discussions amongst the group;</td>
<td>Usually substantive new ideas providing good insights and sometimes leads the direction of discussion; Strong analysis and synthesis of the issues; Stimulated very good quality discussions; Discussions related to and respectful of comments made by other contributors</td>
</tr>
<tr>
<td><strong>Weighting: 10 marks</strong></td>
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Assignment 2: Literature Review – Consumer decisions: influencing the food system(s)

Due Date: Friday, 7th November at 5pm
Value: 70% of total marks
Length: 3200 +/- 10% words, excluding reference list. (Check by using the computer word count)

Rationale: This unit examines food systems and their interaction with the physical environment. It focuses on the sustainability of food systems by examining what we consume and how it affects the environment. In this literature review, you have the opportunity to consider some of the driving and limiting factors of a food system, how food systems have changed, the influences and consequences of this change. The focus of this review will be to consider the public health nutrition issues relating to the changing food supply.

Instructions:
Write a literature review (not a systematic review) that addresses either of the following statements:

1. ‘Decision making by consumers strongly influences the food system. Altering food behaviours of populations can have a significant impact on the sustainability of the food system’:
   - Evaluate the role and impact of consumers within different food procurement environments (e.g. Supermarkets, Farmers Markets, Food Cooperatives, On line shopping) on food choice, packaging and waste and the sustainability of food systems;
   - Discuss sustainability of the different food systems from an ecological, social and economic perspective; and
   - Identify the gaps in the current literature with discussion of future research directions to improve food system sustainability particularly from the consumer perspective.

2. ‘Sustainable food consumption practices require a complete transformation of our global food system’:
   - Evaluate the relative merits of different approaches to sustainable food consumption practices;
   - Discuss the impact these different approaches might have on consumers in both the developing and the developed world; food producers and manufacturers; and
   - Identify gaps in the current literature with discussion of future research directions to enable improved sustainable food consumption practices.

You may, within the review, define the focus and narrow the scope of your response to this topic (for example, you may discuss/introduce an aspect broadly and then choose one or two specific examples to demonstrate a key aspect or outcome in detail). You must however include all three components mentioned above and bear in mind the marking criteria which will be used to assess your learning.
outcomes and generic skills. Two key research papers that you have identified and used in your review must accompany your assignment. Submit the assignment and two key research papers electronically through the assignment drop box on Moodle. To write a successful literature review please read the information contained in this link from Academic Skills http://www.canberra.edu.au/studyskills/writing/literature

Marking criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD</th>
<th>DI</th>
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<th>FL</th>
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<tbody>
<tr>
<td>1. Evaluation of the issue</td>
<td>Critically reviews and</td>
<td>Analytically reviews and</td>
<td>Reviews evidence and</td>
<td>Reviews evidence but it is</td>
<td>Inadequate review of evidence</td>
</tr>
<tr>
<td>Weighting: 20 marks</td>
<td>synthesizes evidence,</td>
<td>synthesizes evidence,</td>
<td>demonstrates limited</td>
<td>poorly synthesized and</td>
<td>and poorly synthesized;</td>
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<tr>
<td></td>
<td>including its</td>
<td>including its</td>
<td>synthesis of evidence,</td>
<td>significance not covered;</td>
<td>Does not investigate</td>
</tr>
<tr>
<td></td>
<td>significance;</td>
<td>significance;</td>
<td>including its</td>
<td>Does not investigate</td>
<td>contradictory information;</td>
</tr>
<tr>
<td></td>
<td>Investigates</td>
<td>Limited investment</td>
<td>contradiction;</td>
<td>investigate contradictory</td>
<td>Most components of the research</td>
</tr>
<tr>
<td></td>
<td>contradictory information;</td>
<td>of contradictory information;</td>
<td>information;</td>
<td>information;</td>
<td>question are not covered</td>
</tr>
<tr>
<td></td>
<td>identifies reasons for</td>
<td>Inconsistently identifies</td>
<td>Does not adequately identify</td>
<td>Some components of the research</td>
<td></td>
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<td></td>
<td>contradiction.</td>
<td>reasons for contradictions.</td>
<td>reasons for contradiction;</td>
<td>question are not covered</td>
<td></td>
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<tr>
<td></td>
<td>All components of the research</td>
<td>Some components of the research</td>
<td>Rarely identifies reasons for</td>
<td>adequately.</td>
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<td></td>
<td>question are equally covered.</td>
<td>question are not covered</td>
<td>contradiction;</td>
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<tr>
<td>2. Discussion based on a wide range of</td>
<td>Develops and justifies ideas</td>
<td>Develops and justifies ideas</td>
<td>Develops and justifies ideas</td>
<td>Fails to develop and justify</td>
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<tr>
<td>scholarly works</td>
<td>based on a wide range of</td>
<td>based on a sound range of</td>
<td>based on a limited range of</td>
<td>ideas based on scholarly</td>
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</tr>
<tr>
<td>Weighting: 20 marks</td>
<td>scholarly sources;</td>
<td>scholarly sources;</td>
<td>scholarly sources;</td>
<td>sources;</td>
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<tr>
<td></td>
<td>Accurately weighs evidence</td>
<td>Mostly accurately</td>
<td>Sometimes accurately</td>
<td>Uses unreliable information;</td>
<td></td>
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<tr>
<td></td>
<td>from these sources.</td>
<td>weighs evidence from</td>
<td>weighs evidence from</td>
<td>Does not accurately weight</td>
<td></td>
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<td>these sources.</td>
<td>these sources.</td>
<td>the evidence from</td>
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<td></td>
<td>any sources.</td>
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<td>3. Identify gaps in the current</td>
<td>Accurately identifies gaps in</td>
<td>Accurately identifies most gaps</td>
<td>Identifies some gaps in the</td>
<td>Fails to identify any gaps in</td>
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<tr>
<td>literature</td>
<td>the literature;</td>
<td>in the literature;</td>
<td>the literature that are not</td>
<td>the literature;</td>
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with discussion of future research directions.

**Weighting:** 10 marks

<table>
<thead>
<tr>
<th>4. Conclusions</th>
<th>Weighting: 10 marks</th>
</tr>
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<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Conclusions poorly grounded in theory and literature; No consistency with main arguments.</td>
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<thead>
<tr>
<th>5. Format, style and structure</th>
<th>Weighting: 5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent writing style appropriate for a literature review. Information flows in a logical and effective manner. Grammar and spelling accurate.</td>
<td>Fluent writing style appropriate for a literature review. Information flows mostly in a logical and effective manner. Grammar and spelling are mostly accurate.</td>
</tr>
<tr>
<td>Writing style not consistently fluent or appropriate for a literature review. Information flow lacks logic. Grammar and spelling is often inaccurate.</td>
<td>Writing style is inappropriate for a literature review. Information flow is illogical and ineffective. Grammar and spelling is poor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. References</th>
<th>Weighting: 5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Referencing is inconsistent and inaccurate; Vancouver style is mostly incorrect.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Penalties for late submission of assessed work

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.

Extensions

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 for an extension to 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.

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. URKUND may be used to check student assessment tasks.

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**

This course is delivered as on campus (optional) and online via Moodle using the readings found on e-reserve and the two textbooks. You are able to attend four on-campus classes in weeks 1, 6, 9 & 12 on Tuesdays, 9.30 – 11.30am in room 9A02, but this is optional. The first of these classes will be to outline the course and the assessment task requirements.

**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**

No specialist IT skills are required. Students are expected to submit typed assignments unless there are extenuating circumstances and be able to use the Moodle site.

If you are unfamiliar with the use of Moodle, go to the student guide at http://learnonline.canberra.edu.au/

**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**

This unit does not have a work integrated component to it. However, you will be expected to visit a local farmers’ market or similar.

**6h Additional information**

The Health Resource Centre (HLRC) is located in 12C24. It is a facility designed to enhance the learning and university experience for health students with particular emphasis on students in their first year. A drop-in service of students helping students is also available. Visit the HLRC coordinator for more details. If this is your first year at University of Canberra it may be especially helpful for you to make use of this facility.

**Referencing**

You must indicate in any written work the exact source of your information. This is done by referencing using the Vancouver referencing style.

Vancouver referencing system guidelines from Monash University: http://guides.lib.monash.edu/content.php?pid=346637&sid=3171016

**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/](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. In response to feedback from last year, the number of posts has been decreased considerably to allow time for reading and responding in a more thoughtful and prepared manner.

### 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.