School of Chemical Engineering

UNSW Engineering

FOOD3030, FOOD8030

Food Safety and Quality Assurance

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Alison Jones	alison.jones@unsw.edu.au	appointment via email	Rm 433	9385 5745

School Contact Information

Enquiries related to the course (e.g. course content, assessment instructions) should be raised during the scheduled classes, office hours, or in Teams channels/Moodle forums designated for that purpose.

Learning and question etiquette:

- Please be prepared for classes and attend the timetabled classes so that you can ask questions during the class time.
- Please respect that demonstrators and tutors have scheduled the class time to help you learn and are likely to be busy with other responsibilities outside those times; questions asked outside of class times will take longer to be answered.
- PhD students and other casuals who are teaching classes are normally only expected to look after the timetabled class and not to provide follow-up one-on-one assistance.
- Please don't ask questions in private that could be reasonably asked in a way that everyone can learn from the discussion.
- As a member of a community of learners, please try answering each other's questions!
- Please limit private messages to staff (via email or Teams) to *confidential* matters related to course administration.

For assistance with enrolment, class registration, progression checks and other administrative matters, please see the Nucleus: Student Hub. They are located inside the Library – first right as you enter the main library entrance. You can also contact them via http://unsw.to/webforms or reserve a place in the face-to-face queue using the UniVerse app.

If circumstances outside your control impact on submitting assessments, Special Consideration may be granted, usually in the form of an extension or a supplementary assessment. Applications for Special Consideration must be submitted online.

Course Details

Units of Credit 6

Summary of the Course

How do you know that what you're eating is safe? When we purchase foods from the supermarket, the consistent quality and safety of that food is often taken for granted. A food company is only as good as the safety, quality and consistency of its product and thus an effective food safety and quality assurance plan can be the difference between a successful business and one that could potentially be shut-down. This course helps students understand the techniques and regulatory frameworks that food companies use to ensure that their products are consistently safe and acceptable. It looks at the risks associated with food production and the strategies that all sectors of the food industry use to control these risks, and create products that consistently meet the expectations of their customers. This course presents a package of information and exercises designed to demonstrate the public health risks associated with the production and consumption of foods and the strategies adopted by industry, government and consumers to manage and control these risks. It also introduces students to the concepts of quality assurance (QA) and control (QC). The course begins with an overview of the regulatory framework concerned with food safety issues, followed by identification of major food hazards (chemical, physical and biological) and risk assessment methodology. The course then moves onto food safety and quality management systems including HACCP, VACCP and TACCP, followed by a discussion on operational issues and support programs related to food safety culture, quality auditing, waste management, traceability, hygiene and sanitation.

Course Aims

The aims of the course are: To investigate some common chemical, physical and biological food safety hazards including their impact on human health and their legal limits. To discuss the principles and regulatory framework of food safety legislation with a particular emphasis on FSANZ and the Australian Food Standards Code. To examine the processes of risk assessment including: risk identification, risk analysis and risk communication. To examine the concept of quality and the various means to achieve it, with particular respect to the food industry. To develop student skills in designing and managing food safety programs, with a particular emphasis on HACCP. To enhance the student's ability to work effectively as part of a team in practical problems that require critical thinking and teamwork.

Course Learning Outcomes

1. Understand an overview of industry and legislative approaches to the management of food safety and quality at state, national and international levels.
2. Identify food safety hazards and assess their impact on human health and/or manufacturing practice.
3. Conduct a risk assessment on specific food products using the Codex risk analysis framework.
4. Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it with respect to the food industry.
5. Understand how to develop a HACCP program for specific food products using the Codex 12-step approach, working in a team environment.
6. Understand how to design an effective quality management program, working in a team environment.

This course is part of UNSW Food Science specialisations approved (2021-2026) by the Institute of

Food Technologists Higher Education Review Board (IFT HERB).

Teaching Strategies

This course involves primarily a series of technical lecture sessions, introducing students to concepts of food safety and quality assurance, and systems to manage these issues in the food industry. Various teaching strategies will be used to keep the lectures interactive and exploratory to enhance student learning experience and outcomes. These include “research-led teaching”, interactive and cooperative learning through group-work, and use of various teaching aids (e.g. multimedia, the internet). Guest lectures will be given by industry experts who will provide some “real world” examples and case studies of quality assurance and control principles in action in various sectors of the industry. Through assessment tasks, students, as individuals and in groups will have the opportunity to apply quality assurance principles in their own food products and “companies”. Through the various learning and teaching strategies, students will engage in experience of various graduate attributes, including informal and formal oral communication, information literacy, technical writing and teamwork.

Additional Course Information

This is a 6UOC course with 4 hours of lecture and a further two-hours given over to reading and research work. Any remaining workload should be devoted to independent study and the completion of assessments. This course is a Masters by coursework subject (FOOD8030) and a Year 3 core subject (FOOD3030). The pre-requisite courses are FOOD2320 & FOOD3010 or equivalent. FOOD3030/8030 is an amalgamation of Food Toxicology and Quality Control/ Quality Assurance. The food toxicology component of this course will focus on basic toxicokinetics and common chemical food hazards, while the food safety component will focus on food safety programs/ quality management systems and the related legislation/regulations. It is assumed that students will have a basic understanding of food processing (thermal processing, freezing, chilling etc) and preservation principles (pH, water activity, chemical preservatives, oxygen partial pressure etc), as well as relevant food microbiology and how it relates to the safety and quality of foods. Why is this pre-requisite knowledge so important? Because this course will assume that students can identify food safety hazards (microbiological, chemical and allergen, physical) within a food process. It will also assume that students can correctly identify control points and ascertain whether they significantly reduce risk to an acceptable level.

Today, food safety programs and quality assurance are major activities within any organisation, especially those involved in the supply of safe, high quality food. The target audience for this course includes undergraduate and postgraduate students in any area of science, who view a career in a setting where quality assurance and control are important functions. Those working in the food industry, government agencies, laboratories or consultancy groups may also find this course useful. People trained or educated in the principles of food safety and quality assurance are in high demand in the food industry, but also in government, other regulatory agencies and/or consultancy groups involved in the design, implementation and/or training of food safety and quality programs.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Quizzes (3 x 10%)	30%	9am AEST Friday, Weeks 3, 5 and 10	1, 2, 3, 4, 5
2. Moodle Discussion Forum	10%	5pm AEST Friday, Week 8	1, 2, 3, 4, 5, 6
3. HACCP Group Presentation	20%	3pm AEST Friday, Week 9	1, 2, 3, 4, 5, 6
4. Final Exam	40%	TBC	1, 2, 4, 5, 6

Assessment 1: Quizzes (3 x 10%)

Start date: 9am AEST Thursday, Weeks 3, 5 and 10
Due date: 9am AEST Friday, Weeks 3, 5 and 10

Three short Moodle quizzes worth 10% each i.e. 30% assessment in total, will be required to complete in weeks 3, 5 and 10. The quiz can be accessed and completed through the Moodle Quiz link on the course page in Moodle. Each quiz (roughly 10 multiple choice questions) will test key concepts from the lecture and tutorial content. The Moodle Quiz links will stay open for 24 hours from 9am AEST Thursday until 9am AEST Friday of the respective week i.e. week 3, 5 or 10. Please refer to the Moodle quiz link on your Moodle course page for full details.

Assessment 2: Moodle Discussion Forum

Start date: 9am AEST Monday, Week 8
Assessment length: 500 words
Due date: 5pm AEST Friday, Week 8

This assessment is a Q & A forum class discussion that will take place in a Moodle forum during week 8. The Moodle forum link can be found on your Moodle course page in week 8 and will open from 9am AEST Mon until 5pm AEST Friday of Week 8. Each student will be required to:

1. Read through the appropriate food safety scenario given below (i.e. either the undergraduate or post-graduate food safety scenario) and prepare a 500-word response to the questions proposed.
2. Each student is to post their 500-word opinion piece to the class forum. Please note that you will be given a 30-minute editing time before your post is added and that you will not be able to see other posts until the editing time has elapsed. Once your post is added to the forum, you will be able to see other posts on the forum and enter into a discussion with other class members.
3. Once you post your opinion piece, you will be required to read the other student's opinions and comment on whether you agree or disagree with them. Be ready to answer issues and questions raised by other class members and your tutor. The aim of this exercise is to work respectfully and constructively within a collaborative setting with your peers. This includes how well you are able to offer constructive feedback, accept peer assessment, and/or respectfully justify your own standpoints using logic and academically backed arguments.

The rubric for this task is given in Table 1 below. **Please note** that your individual opinion piece and class discussion comments must be posted to the forum **before it closes i.e. before 5pm AEST Friday of Week 8**.

Assessment criteria

POSTGRADUATE Food Safety Scenario: Fugu is a Japanese delicacy prepared from the puffer fish. Fugu is allowed to be prepared and consumed in Japan; however, its sale is illegal in Australia. People have argued that the risks associated with Fugu consumption can be minimised with the correct processing controls just as foods like canned red kidney beans require the correct processing controls. Should we allow the sale of Fugu in Australia? What are the significant food safety hazards involved? What sort of controls would you want in place if the sale of Fugu was being proposed?

UNDERGRADUATE Food Safety Scenario: In the past, FSANZ have reviewed the sale of several food products within Australia and either placed bans or restrictions on their production and sale (e.g. pure caffeine powders). Looking online, I found the following product for sale on an overseas website: 450 gram bag of bitter apricot kernels. What are the significant food safety hazards in selling a bag of these bitter apricot kernels? What sort of controls would you like to see on the production, labelling, packaging and/or sale of this product?

Additional details

Table 1: Rubric for the Risk Assessment Moodle Forum Assessment Task

GRADED ASPECT (max mark out of a total of 10 marks)	**ELEMENTS FOR LOW RANGE GRADE (F/PS)**	**ELEMENTS FOR A MID-RANGE GRADE (CR/D)**	**ELEMENTS FOR A HIGH-RANGE GRADE (HD)**
* PEER EVALUATION AND DISCUSSION (max of 5 marks)	There's a strong imbalance in this student's contribution to the discussion. They have offered little helpful and/or inciteful peer feedback or justification. There is little attempt to be respectful or constructive.	Discussion is respectful and constructive. However, there's a moderate imbalance in this student's contribution to the discussion. They may have offered much peer feedback but some of it is incorrect, unjustified or irrelevant.	Discussion is respectful, constructive and academic. They have offered much feedback to their peers which is correct, relevant and justified in the context given. They are able to accept judgement by their peers respectfully. They can justify their opinions with a logical evidence-based argument.
QUALITY OF INFO PRESENTED (max of 5 marks)	Overall, the quality of the information presented is **adequate but with several problems** such as – lacks depth of understanding, incorrect, poorly sourced, not coherently linked/ hard to	Overall, the quality of the information presented is **good but with some minor problems** such as – some questionable sources of information, depth of knowledge in some areas is poor or	Overall, the quality of the information presented is **excellent** – shows an in-depth understanding of the issues involved, contains correct, important and high-quality sources of information, argument is

	follow, illogical or unimportant to the argument presented, emotional rather than academically minded/ evidence based.	incorrect, some concepts are not coherently linked, hard to follow and/or unimportant to the argument presented, emotional rather than academically minded/ evidence-based.	convincing, coherent and easy to follow with a clear opinion, academically minded opinion with evidence-based justifications.

* An effective safety & quality management system will include teamwork and **effective** communication. These systems are ineffective unless the whole company can understand their importance and purpose. This is the reason I've chosen a discussion style assessment. Being able to effectively explain and justify your opinions is such a useful skill. It's also important to be able to offer and listen to constructive judgements on those opinions. An important tip is to research your scenario well and make sure you understand the factors involved. This will help you in being able to back your opinions with academic arguments rather than emotional "it just sounds correct" arguments. Effective communication, valid science and its verification are crucial to food safety!

Assessment 3: HACCP Group Presentation

Start date: Thursday and Friday tutorial classes, Week 9
Due date: 3pm AEST Friday, Week 9

As a group of approximately 5 students, you will be required to answer a number of HACCP related questions and tables for a specific food product and present it to the class as an oral presentation or video presentation.

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment criteria

This assessment will run during class time in week 9 (i.e. during the Thursday and Friday lecture time slots of week 9). There are three separate requirements for this assessment as follows:

1. During Thursday's class, students will be separated into breakout groups in Blackboard Collaborate (approximately 5 members per group). Each group will be given a food process flow chart and asked to discuss the possible biological food hazards and controls within the food process. Each group will be given a number of HACCP related questions to answer. Tutors will be available during this class for groups to discuss and ask questions.
2. During Friday's class, each group will be required to present their answers to the rest of the class in a 10-minute presentation. The rubric for this assessment is provided in Table 2 below.
3. Each student must upload the group's HACCP table plus their own individual peer evaluation sheet (table 3 below) to Moodle through Turnitin before 3pm AEST Friday week 9. The peer evaluation sheet is shown in Table 3 below.

Additional details

Table 2: Rubric for Assessment 3, Group HACCP Presentation (20%)

Graded Aspect **(% contribution)**	**Specific Targets within the "Graded Aspect" that are taken into account for mark allocation.**
Collaboration between group members **(max 5 marks)**	This will be the average mark given to you by your group members from their peer evaluation of you (see Table 3 below).
Presentation **(max 5 marks)**	Is the presentation in a clear and concise manner that is easy to follow? Does the presented material contain grammatical/ spelling errors/ unintelligible writing? Is the presentation properly edited to make it a unified/ justified argument rather than just a compilation of individual sections with little coherence between them?
Quality of the information presented **(max 10 marks)**	Does the presentation correctly identify significant hazards that may occur to the product? Are the required HACCP principles adequately covered and are these detailed, actionable and appropriate? Is the information based on sound scientific evidence with appropriate reference given? How realistically can the group's food safety plans be applied in a real-world situation?

Table 3: Peer Evaluation for Assessment 3, HACCP Group Assessment.

Each and every student must complete this table individually and upload it to Moodle Turnitin before 3pm AEST Friday Week 9.

In the table below, please write down the names of each and every person in your group where it says "group member". Going down each column, please give **each** group member an appropriate mark out of 5 for each of the group-work attributes listed (1 to 3). Calculate each group member's average mark out of 5 in the "average" row.

Criteria (1-5) 0 = strongly disagree 5 = strongly agree N/A = not sure	Group member 1	Group member 2	Group member 3	Group member 4
1. I felt that they were engaged in the group activities to a similar level as the other group members.				
2. I felt that they put in a similar amount of effort as the rest of group.				
3. I felt that their contributions to the group work were to the best of their ability.				
AVERAGE (OUT OF 5)				

Assessment 4: Final Exam

Due date: TBC

A final exam is given because the course learning outcomes include a significant level of technical content, which can be effectively assessed as an integrated application of knowledge and understanding in a final exam. The final exam will consist of paragraph style high-level problems that will require students to **integrate and evaluate** the key knowledge and understandings presented during weeks 1-10 of the course.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

Students are strongly encouraged to attend all classes and review the relevant readings and lecture recordings. **Please note that the availability of the guest-lecturers is subject to change and thus, the teaching schedule may change slightly.** Students are therefore expected to frequently check email/Moodle for changes and/or announcements. BBCU denotes the Blackboard Collaborate Ultra Platform, which is a virtual classroom platform available to you on your Moodle course page. Click on the BBCU link on your Moodle course page to access this virtual classroom and its recordings.

The course schedule consists of 2 x 2 weekly sessions on Thursdays 10-12pm and Friday 1-3pm. Please consult the course schedule below for further details on class structure and required attendance.

View class timetable

Timetable

Date	Type	Content
Week 1: 30 May - 3 June	Tutorial	**Thursday tutorial Topic: Welcome to Course, Introduction to Food Safety** **Online BBCU Presentation**
	Lecture	**Friday Lecture Topic: Food Safety Legislation Frameworks**
Week 2: 6 June - 10 June	Tutorial	**Thursday Tutorial Topic: What does a risk analysis look like?** **Online BBCU Presentation**
	Lecture	**Friday Lecture Topic: Dose Response & Risk Analysis**
Week 3: 13 June - 17 June	Tutorial	**Thursday Tutorial Topic: Navigating the Food Standards Code/ Tutorial Questions** **Online BBCU Presentation**
	Lecture	**Friday Lecture Topic: Food Hazards: Microbiological, Physical and Chemical**
	Assessment	**Moodle Quiz 1 (10%)**
Week 4: 20 June - 24 June	Tutorial	**Thursday Tutorial Topic: Microbiological Risk Management/ Food Safety Culture**

		Online BBCU Presentation
	Lecture	**Friday Lecture Topic: Food Hazards: Microbiological, Physical and Chemical**
Week 5: 27 June - 1 July	Lecture	***BBCU Presentation with Guest Lecturer: Food Allergen Risk Management***
	Lecture	***BBCU Presentation with Guest Lecturer: Food Allergen Risk Management***
	Assessment	**Moodle Quiz 2 (10%)**
Week 7: 11 July - 15 July	Tutorial	**Thursday Tutorial Topic: Australian Supermarket Food Safety and Quality Standards** **Online Teams Presentation with special guest Mr Gary Kennedy**
	Lecture	**Friday Lecture Topic: Total Quality Mnagement Readings**
Week 8: 18 July - 22 July	Tutorial	**Thursday Tutorial Topic: HACCP Principles and Applications** **Online BBCU Presentation**
	Lecture	**Friday Lecture Topic: HACCP Readings**
	Assessment	**Moodle Forum Discussion (10%)**
Week 9: 25 July - 29 July	Assessment	**HACCP Group Assessment (20%)** **Online activity in BBCU - attendance compulsory on Thursday and Friday!**
Week 10: 1 August - 5 August	Lecture	**Thursday Lecture Topic: Waste Management**
	Tutorial	**Friday Tutorial Topic: VACCP and TACCP** **Online Teams Presentation with guest lecturer Margaret Balfour**
	Assessment	**Moodle Quiz 3 (10%)**

Resources

Prescribed Resources

There is no expected textbook for this course. The required readings, web pages, documents and/or links will be provided to you through your Moodle course page.

Recommended Resources

Useful resources and recommended texts will be provided to you through your Moodle course page.

Course Evaluation and Development

Student feedback is extremely valuable and you are expected to provide feedback on the course. A Moodle tool has been created on the course web page which will become visible late in the session and allow you to evaluate the course.

Submission of Assessment Tasks

In the School of Chemical Engineering, all written work will be submitted for assessment via Moodle unless otherwise specified. Attaching cover sheets to uploaded work is generally not required; when you submit work through Moodle for assessment you are agreeing to uphold the Student Code.

Some assessments will require you to complete the work online and it may be difficult for the course coordinator to intervene in the system after the due date. You should ensure that you are familiar with assessment systems well before the due date. If you do this, you will have time to get assistance before the assessment closes.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with due respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect.

Marking guidelines for assignment submissions will be provided at the same time as assignment details to assist with meeting assessable requirements. Submissions will be marked according to the marking guidelines provided.

Late penalties

Unless otherwise specified, submissions received after the due date and time will be penalised at a rate of 5% per day or part thereof (including weekends). For some activities including Moodle quizzes and Team Evaluation surveys, extensions and late submissions are not possible.

Special consideration

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to submitting an assessment or sitting an exam.

UNSW has a Fit to Sit / Submit rule, which means that if you attempt an exam or submit a piece of assessment, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's Special Consideration page.

Please note that students will need to provide some documentary evidence to support absences from any assessments missed because of COVID-19 public health measures such as isolation. UNSW will **not** be insisting on medical certificates for COVID-related absences of 7 days or less, with the positive PCR or RAT result being sufficient. Longer absences due to self-isolation or COVID-related illness will still need documentation such as a medical certificate.

Applications for special consideration **will still be required** for assessment and participation absences related to COVID-19. Special consideration requests should not be lodged for missing classes if there are no assessment activities in that class.

Academic Honesty and Plagiarism

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage (International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013). At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and plagiarism can be located at:

- The Current Students site
- The ELISE training site

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism. Further information about referencing styles can be located at https://student.unsw.edu.au/referencing.

For assessments in the School of Chemical Engineering, we recommend the use of referencing software such as Mendeley or EndNote for managing references and citations. Unless required otherwise specified (i.e. in the assignment instructions) students in the School of Chemical Engineering should use either the APA 7th edition, or the American Chemical Society (ACS) referencing style as canonical author-date and numbered styles respectively.

Academic Information

To help you plan your degree, assistance is available from academic advisors in The Nucleus and also in the School of Chemical Engineering.

Additional support for students

- Current Student Gateway
- Engineering Current Student Resources
- Student Support and Success
- Academic Skills
- Student Wellbeing, Health and Safety
- Equitable Learning Services
- IT Service Centre

Course workload

Course workload is calculated using the Units-Of-Credit (UOC). The normal workload expectation for one UOC is approximately 25 hours per term. This includes class contact hours, private study, other learning activities, preparation and time spent on all assessable work.

Most coursework courses at UNSW are 6 UOC and involve an estimated 150 hours to complete, for both regular and intensive terms. Each course includes a prescribed number of hours per week (h/w) of scheduled face-to-face and/or online contact. Any additional time beyond the prescribed contact hours should be spent in making sure that you understand the lecture material, completing the set assignments, further reading, and revising for any examinations.

On-campus class attendance

Physical distancing recommendations must be followed for all face-to-face classes. To ensure this, only students enrolled in those classes will be allowed in the room. Class rosters will be attached to corresponding rooms and circulated among lab demonstrators and tutors. No over-enrolment is allowed in face-to-face class. Students enrolled in online classes can swap their enrolment from online to a **limited** number of on-campus classes by Sunday, Week 1.

In certain classroom and laboratory situations where physical distancing cannot be maintained or the staff running the session believe that it will not be maintained, face masks will be designated by the course coordinator as **mandatory PPE** for students and staff. Students are required to bring and use their own face mask. Mask can be purchased from IGA Supermarket (Map B8, Lower Campus), campus pharmacy (Map F14, Middle Campus), the post office (Map F22, Upper Campus) and a vending machine in the foyer of the Biological Sciences Building (Map E26, Upper Campus).

Your health and the health of those in your class is critically important. You must stay at home if you are sick or have been advised to self-isolate by NSW health or government authorities. Current alerts and a list of hotspots can be found here. Do not come to campus if you have any of the following symptoms: fever (37.5 °C or higher), cough, sore throat, shortness of breath (difficulty breathing), runny nose, loss of taste, or loss of smell. If you need to have a COVID-19 test, you must not come to campus and remain in self-isolation until you receive the results of your test.

You will not be penalised for missing a face-to-face activity due to illness or a requirement to self-

isolate. We will work with you to ensure continuity of learning during your isolation and have plans in place for you to catch up on any content or learning activities you may miss. Where this might not be possible, an application for fee remission may be discussed. Further information is available on any course Moodle or Teams site.
For more information, please refer to the FAQs: https://www.covid-19.unsw.edu.au/safe-return-campus-faqs

Note: This course outline sets out description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle should be consulted for the up to date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline (as updated in Moodle), the description in the Course Outline/Moodle applies.

Image Credit

Dr Peter Wich

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.