

Course Overview

Staff Contact Details

Convenors

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

School Contact Information

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](#).

For course administration matters, please contact the Course Coordinator.

Questions about the this course should normally be asked during the scheduled class so that everyone can benefit from the answer and discussion.

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. 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, with particular emphasis on 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

This course aims to amalgamate the skills and technical knowledge gained from your other food science courses in order to provide a holistic overview of food safety management and the means to achieve it. Thus, this course involves: the investigation of common chemical, physical and biological food safety hazards and their impact on human health, the principles and regulatory frameworks of food safety legislation with a particular emphasis on FSANZ and the Australian Food Standards Code, the examination and application of the processes of risk assessment including risk identification, risk analysis and risk communication, and the examination of the concept of food product quality and the various means to achieve it. In order to facilitate and enhance the development of collaborative soft skills, especially in designing and managing food safety programs, the student's ability to work and communicate effectively as part of a team will also be assessed using practical food safety 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. Develop a HACCP program for specific food products using the Codex 12-step approach, working in a team environment.
6. 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 primarily involves a weekly series of technical lectures and required readings (legislative documents, food safety programs, technical reports, research papers etc) alongside tutorials/workshops which focus on the application of this technical knowledge. Various teaching strategies will be used to keep these tutorials interactive and exploratory including research-led teaching, cooperative project-based learning and training workshops for industry-relevant tools (e.g. VITAL, vulnerability assessment tools). Guest lectures will also be given by industry experts across different sectors of the food safety industry and will provide “real world” examples and case studies of food safety in action. Through the assessment tasks, students, as both individuals and groups, will have the opportunity to test their technical knowledge, apply food safety and quality assurance principles to food safety problems and develop their collaborative skills. The course assessments have been designed to help develop the following graduate attributes: technical knowledge, critical thinking and problem solving, effective informal and formal written/oral communication, information literacy, technical writing skills and collaborative/teamwork skills.

Additional Course Information

This is a 6UOC course with 4 hours of weekly lecture/tutorial content and a further two-hours given over to reading and/or 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 program/ quality management system development. It is assumed that students will already have a good foundational knowledge in the following food science topics: food processing (thermal processing, freezing, chilling etc), preservation principles (pH, water activity, chemical preservatives, oxygen partial pressure etc), food microbiology (food pathogen sources, identification, control and management) as well as how hygiene and sanitation relates to the safety and quality of food. Why is this pre-requisite knowledge so important? Because this course will assume that students can identify and assess the associated risk of common food safety hazards (microbiological, chemical and allergen, physical) within a food process in order to correctly identify control points and ascertain whether they significantly reduce risk to an acceptable level.

Safety and quality assurance management are major activities within any organisation, especially those focused on the supply of safe, high quality product. The target audience for this course includes undergraduate and postgraduate students who view a career in a setting where quality assurance and control are important functions, in particular, those working in the food industry, government agencies, laboratories or consultancy groups. People trained and experienced in the principles of food safety and quality assurance are in high demand in the food companies, 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 and standards.

Assessment

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

Assessment 1: Quizzes (3 x 10%)

Start date: Weeks 3, 5 and 10

Due date: Weeks 3, 5 and 10

Three short moodle quizzes will be required to complete in weeks 3, 5 and 10. The quiz can be accessed and completed through the link on the course page in Moodle. Each quiz will test key concepts from the lecture and tutorial content. 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

Due date: 5pm AEST Friday, Week 8

Each student is to take part in a Q & A discussion forum concerning a particular food safety issue. Full details are provided below.

This is not a Turnitin assignment

Assessment criteria

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

1. Read through the food safety scenario given below and prepare a 500-word response.
2. Post the 500-word response to the class forum (including any cited references, however the references do not contribute to the 500 word limit). Please note that after you post your response to the forum, you will be given a 30-minute editing time frame and you will not be able to see other posts until this editing time frame has elapsed. Once the editing time has elapsed and your post appears on the forum, you will then be able to see other class posts and enter into a discussion with other class members.
3. Once you post your original 500 word response, you will be required to read the other student responses and comment on whether you agree or disagree with them. Be ready to answer issues and/or 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 academically backed arguments.

The rubric for this task is given in Table 1 below. **Please note** that your individual 500 word response and class discussion comments must be posted to the forum **before it closes i.e. before 5pm AEST Friday of Week 8.**

FOOD SAFETY SCENARIO:

In December 2022, the following food safety recall of baby spinach products was issued by Food Standards Australia New Zealand [FSANZ: https://www.foodstandards.gov.au/industry/foodrecalls/recalls/Pages/Baby-spinach-recall.aspx](https://www.foodstandards.gov.au/industry/foodrecalls/recalls/Pages/Baby-spinach-recall.aspx). Several products containing baby spinach had become contaminated with "jimsonweed." As of the 18th December 2022, there were over 190 potential cases of people who had ingested contaminated spinach from this outbreak. Please read the Department of Primary Industries response to this food safety incident provided on your Moodle course page. Look through the DPI's proposed management options in this report. If you were in charge of implementing management options to reduce or eliminate the risk of toxic weeds in leafy vegetables, what **specific HACCP control measures** would you introduce to try and stop this type of contamination from occurring again?

Additional details

Table 1: Rubric for the Moodle Discussion Forum Assessment Task

GRADED ASPECT	ELEMENTS FOR LOW RANGE GRADE (F/PS)	ELEMENTS FOR A MID-RANGE GRADE (CR/D)	ELEMENTS FOR HIGH-RANGE GRADE (HD)
Quality of the peer-to-peer communication and discussion.	Minimal contribution to the group discussion and/or peer feedback is not respectful, constructive, inciteful or helpful and/or opinions are not scientifically robust.	Good level of contribution to the group discussion and peer feedback is respectful, constructive, inciteful and helpful and opinions are backed with robust scientific research. However, some discussion points may be vague, poorly defined, incorrect, unjustified or irrelevant.	Exceptional level of contribution. It's evident that there is a strong understanding about the topic and/or technical knowledge. Feedback is respectful, constructive, inciteful, helpful and academic. They have offered much feedback to their peers which is not only correct but clearly expressed, 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 and robust evidence-based arguments.

Quality of the technical information provided	Overall, the quality of the information presented is good but with some issues for example – vague, lacks depth of understanding, impractical, incorrect, questionable sources of information, not coherently linked/ hard to follow, illogical, unimportant to the argument presented, emotional rather than academically minded/ evidence based.	Overall, the quality of the information presented is very good but with minor issues – vague, lacks depth of understanding, impractical, incorrect, questionable sources of information, not coherently linked/ hard to follow, illogical, unimportant to the argument presented, emotional rather than academically minded/ evidence based.	Overall, the quality of the information presented is excellent – shows a deep understanding of the issues involved, contains practical, correct, important and high-quality sources of information, argument is logical, convincing, coherent and easy to follow voice. Academically minded/evidence-based opinions and justifications.
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An effective safety & quality management system will include teamwork and **effective** communication between stakeholders. 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 between peers. Being able to effectively explain and justify your opinions is an important 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 issues involved. This will help you in being able to offer informed opinions with academically minded justifications.

Assessment 3: HACCP Group Presentation

Due date: Week 9

As a group, you will be required to answer a number of HACCP related questions and tables for a specific food product and present the information in a format of your choosing.

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

Assessment criteria

Each group will be provided with a food process flow chart and its associated food safety management documents. Each group will then be asked to look through the documents in order to answer a number of HACCP related questions. Each student is responsible for uploading to Turnitin the completed HACCP and peer-evaluation tables before the due date. Full details of the assessment will be provided by your course convenor and through the Moodle course page.

Assessment 4: Final Exam

Due date: Exam Period

A final exam is given because the course learning outcomes include a significant level of technical learning, which can be effectively assessed in an exam environment, and because exams have high reliability. More details will be provided by your course convenor.

Attendance Requirements

Students are strongly encouraged to attend all classes and review the relevant readings and lecture recordings. This course contains several activities (e.g. guest lectures, VITAL training, HACCP group assessment) where attendance is compulsory and recordings will not be made available to students.

Course Schedule

Please note that the availability of the guest-lecturers is subject to change and thus, the teaching schedule for this course can change slightly from week to week. 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 when required for virtual guest lectures and tutorials.

The course schedule consists of 2 x 2 weekly sessions on Mondays 4-6pm and Thursdays 10-12pm.

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 29 May - 2 June	Lecture	Food Safety Legislation Frameworks
	Tutorial	Welcome to Course, Introduction to Food Safety
Week 2: 5 June - 9 June	Lecture	Dose Response & Risk Analysis
	Tutorial	What does a risk analysis look like?
Week 3: 12 June - 16 June	Lecture	King's Birthday Public Holiday
	Tutorial	Navigating the Food Standards Code
	Assessment	Moodle Quiz 1 (10%)
Week 4: 19 June - 23 June	Lecture	Food Hazards: Microbiological, Physical and Chemical
	Tutorial	Virtual Guest Presentation: Natasha Bowe, QMS Audits Training.
Week 5: 26 June - 30 June	Tutorial	Face-to-Face Guest Lecture: Mr Gary Kennedy, CorrectFoodSystems. Monday 4-6pm, Law Theatre G02.
	Lecture	Total Quality Management
	Assessment	Moodle Quiz 2 (10%)
Week 7: 10 July - 14	Lecture	Allergen Management

July	Workshop	Face-to-Face VITAL TRAINING WORKSHOP Ms Georgina Christensen, Allergen Bureau.
Week 8: 17 July - 21 July	Lecture	HACCP
	Tutorial	Virtual Guest Lecture: Ms Margaret Balfour, Diligence. Topic: VACCP and TACCP
	Assessment	Moodle Forum Discussion (10%)
Week 9: 24 July - 28 July	Assessment	HACCP Group Assessment (20%)
Week 10: 31 July - 4 August	Lecture	Waste Management
	Tutorial	Face-to-face Guest Lecture: Prof. Julian Cox
	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 not required unless specifically requested for an individual assessment task; 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 respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect. Please make it easy for the markers who are looking at your work to see your achievement and give you due credit.

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) and will not be accepted more than 5 days late. For some activities including Exams, Quizzes, Peer Feedback, 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 for **all** special consideration requests (including COVID-19-related requests), students will need documentary evidence to support absences from any classes or assessments.

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>.

To help describe what we are looking for, here are some things that we consider to be quite acceptable (even desirable!) actions for many assessments, and some that we consider to be unacceptable in most circumstances. Please check with the instructions for your assessments and your course coordinator if you're unsure. As a rule of thumb, if you don't think you could look the lecturer in the eye and say "this is my own work", then it's not acceptable.

Acceptable actions	Unacceptable actions
<ul style="list-style-type: none"> ✓ reading/searching through material we have given you, including lecture slides, course notes, sample problems, workshop problem solutions ✓ reading/searching lecture transcripts ✓ reading/searching resources that we have pointed you to as part of this course, including textbooks, journal articles, websites ✓ reading/searching through your own notes for this course ✓ all of the above, for any previous courses ✓ using spell checkers, grammar checkers etc to improve the quality of your writing ✓ studying course material with other students 	<ul style="list-style-type: none"> ✗ asking for help with an assessment from other students, friends, family ✗ asking for help on Q&A or homework help websites ✗ searching for answers to the specific assessment questions online or in shared documents ✗ copying material from any source into your answers ✗ using generative AI tools to complete or substantially complete an assessment for you ✗ paying someone else to do the assessment for you

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.

Artificial intelligence tools such as ChatGPT, CodePilot, and built-in tools within Word are modern tools that are useful in some circumstances. In your degree at UNSW, we're teaching you skills that are needed for your professional life, which will include how to use AI tools responsibly plus lots of things that AI tools cannot do for you. AI tools already are (or will soon be) part of professional practice for all of us. However, if we were only teaching you things that AI could do, your degree would be worthless, and you wouldn't have a job in 5 years.

Whether the use of AI tools in an assessment is appropriate will depend on the goals of that assessment. As ever, you should discuss this with your lecturers – there will certainly be assessments where the use of AI tools is encouraged, as well as others where it would interfere with your learning and place you at a disadvantage later. Our goal is to help you learn how to ethically and professionally use the tools available to you. To learn more about the use of AI, [see this discussion we have written](#) where we analyse the strengths and weaknesses of generative AI tools and discuss when it is professionally and ethically appropriate to use them.

While AI may provide useful tools to help with some assessments, UNSW's policy is quite clear that taking the output of generative AI and submitting it as your own work will never be appropriate, just as paying someone else to complete an assessment for you is serious misconduct.

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](#) for information about key dates, access to services, and lots more information
- [Engineering Student Life - Current Student Resources](#) for information about everything from getting to campus to our first year guide
- [Student Support and Success](#) for our UNSW team dedicated to helping with university life, visas, wellbeing, and academic performance
- [Academic Skills](#) to brush up on some study skills, time management skills, get one-on-one support in developing good learning habits, or join workshops on skills development
- [Student Wellbeing, Health and Safety](#) for information on the UNSW health services, mental health support, and lots of other useful wellbeing resources
- [Equitable Learning Services](#) for assistance with long term conditions that impact on your studies
- [IT Service Centre](#) for everything to do with computing, including installing UNSW licensed software, access to computing systems, on-campus WIFI and off-campus VPNs

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. Most 6 UoC courses will involve approximately 10-12 hours per week of work on your part. If you're not sure what to do in these hours of independent study, the resources on the [UNSW Academic Skills](#) pages offer some suggestions including: making summaries of lectures, read/summarise sections from the textbook, attempt workshop problems, reattempting workshop problems with some hints from the solutions, looking for additional problems in the textbook.

Full-time enrolment at university means that it is a *full-time* occupation for you and so you would typically need to devote 35 hours per week to your studies to succeed. Full-time enrolment at university is definitely incompatible with full-time employment. Part-time/casual employment can certainly fit into your study schedule but you will have to carefully balance your study obligations with that work and decide how much time for leisure, family, and sleep you want left after fulfilling your commitments to study and work. Everyone only gets 168 hours per week; overloading yourself with both study commitments and work commitments leads to poor outcomes and dissatisfaction with both, overtiredness, mental health issues, and general poor quality of life.

On-campus class attendance

In 2023, most classes at UNSW are running in a face-to-face mode only. Attendance is expected as is

participation in the classes. As an evidence-driven engineer or scientist, you'll be interested to know that education research has shown students learn more effectively when they come to class, and less effectively from lecture catch-up recordings. If you have to miss a class due to illness, for example, we expect you to catch up in your time, and within the coming couple of days.

For most courses that are running in an "in person" mode:

- Lectures are normally recorded to provide an opportunity to review material after the lecture; lecture recordings are not a substitute for attending and engaging with the live class.
- Workshops/tutorials are not normally recorded as the activities that are run within those sessions normally cannot be captured by a recording. These activities may also include assessable activities in some or all weeks of the term.
- Laboratories are not recorded and require in-person attendance. Missing laboratory sessions may require you to do a make-up session later in the term; if you miss too many laboratory sessions, it may be necessary to seek a Permitted Withdrawal from the course and reattempt it next year, or end up with an Unsatisfactory Fail for the course.
- Assessments will often require in-person attendance in a timetabled class or a scheduled examination.

This course outline will have further details in the Course Schedule and Assessment sections.

Class numbers are capped in each class to ensure appropriate facilities are available, to maintain student:staff ratios, and to help maintain adequate ventilation in the spaces. Only students enrolled in each specific 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 classes.

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 have COVID-19 or have been advised to self-isolate by [NSW health](#) or government authorities.

Asking Questions

Asking questions is an important part of learning. Learning to ask good questions and building the confidence to do so in front of others is an important professional skill that you need to develop. The best place to ask questions is during the scheduled classes for this course, with the obvious exception being questions that are private in nature such as special consideration or equitable learning plans. Between classes, you might also think of questions — some of those you might save up for the next class (write them down!), and some of them you might ask in a Q&A channel on Teams or a Q&A forum on Moodle. Please understand that staff won't be able to answer questions on Teams/Moodle immediately but will endeavour to do so during their regular working hours (i.e. probably not at midnight!) and when they are next working on this particular course (i.e. it might be a day or two). Please respect that staff are juggling multiple work responsibilities (teaching more than one course, supervising research students, doing experiments, writing grants, ...) and also need to have balance between work and the rest of their life.

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

Source: Jones, A. (2023)

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.