



UNSW Course Outline

FOOD4403 Advanced Nutrition - 2024

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General Course Information

Course Code : FOOD4403

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Engineering

Academic Unit : School of Chemical Engineering

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Nutrition encompasses not only individual health but also the well-being of entire populations. This course aims to expand upon your comprehensive grasp of the foundational science underpinning human nutrition on the physiological and biochemical mechanisms of life. Through

this course, you will develop the skills necessary to extrapolate methodologies employed in assessing the nutritional status of individuals to broader demographic groups.

Measurement tools such as anthropometry, dietary analysis, and biochemical and clinical evaluations will be interpreted to gauge the nutritional needs of populations, including vulnerable population groups like women, children, and the elderly through specific topics. You will learn how evidence-based data is developed to influence national food and nutrition policies. You will also understand other tools used to measure absorption and utilization of nutrients from diets.

The topics will also delve into the realm of nutritional epidemiology through an understanding of different food systems while critically analysing scientific literature and honing communication skills for disseminating research findings effectively. Engaging in discussions surrounding sustainable development goals (SDGs) linked to population well-being, you will strategize on achieving these objectives particularly addressing SDG 1,2 and 3. Additionally, collaborative group activities will empower you to design and propose nutrition intervention programs tailored to diverse food and nutrition landscapes across countries.

Course Aims

This course will enable students to build on the foundational concepts of nutrition with respect to the food supply, giving advanced treatment of topics including food and nutrition policy and advanced assessment methods in nutrition. Students will gain the skills necessary to apply the basic concepts of nutrition to contemporary issues spanning the social and technical spheres and appreciate the importance of understanding scientific principles, when addressing population wide issues related to food supply and consumption and their impact on health. To do so effectively, throughout this course, students will build on their skills in scientific analysis, communication, and comprehension by using scientific literature and referring to state-of-the-art practice and develop a plan to execute and evaluate nutrition intervention programs for a population.

Relationship to Other Courses

This course builds on the more fundamental Nutrition course (FOOD3220).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the need for food compositional databases, the methods used to generate the data and how use them in the assessment of population nutrient intakes.
CLO2 : Evaluate scientific literature in order to make a critical assessment of evidence-based nutritional epidemiological studies
CLO3 : Effectively communicate the importance of scientific literature back to their team and cohort in both written and oral form
CLO4 : Apply knowledge obtained to a range of population nutrition issues, and how they contribute to national nutrition policies.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the need for food compositional databases, the methods used to generate the data and how use them in the assessment of population nutrient intakes.	• Scenario-based test
CLO2 : Evaluate scientific literature in order to make a critical assessment of evidence-based nutritional epidemiological studies	• Scientific Paper Evaluation • Final project
CLO3 : Effectively communicate the importance of scientific literature back to their team and cohort in both written and oral form	• Test on lecture materials • Scientific Paper Evaluation • Final project
CLO4 : Apply knowledge obtained to a range of population nutrition issues, and how they contribute to national nutrition policies.	• Test on lecture materials • Final project

Learning and Teaching Technologies

Moodle - Learning Management System | Moodle - Learning Management System | Microsoft Teams | Echo 360

Other Professional Outcomes

This course is part of UNSW Food Science specialisations approved by the Institute of Food Technologists Higher Education Review Board (IFT HERB, 2021-2026).

Additional Course Information

Time commitment

UNSW expects students to spend approximately 150 hours to successfully complete a 6 UOC

course like FOOD4403/8403. We expect 60 hours to be spent participating in face-to-face classes; 2 hours completing online quizzes, with the remaining 88 hours provided for private study, working on the assessments and preparing for the final presentation. Therefore, outside class you should be spending at least 7 hours per week working on this course.

Competence

Students are expected to enter FOOD4403/8403 having developed competencies in all the material covered in the pre-requisite courses (FOOD3220- Nutrition), at least. Little time is available to remediate any deficiencies in your knowledge of those topics. Over the course of the term, you will be developing new competencies and to illustrate the standards we expect, marking rubrics or guidelines will be provided for all assessments. The teaching staff will apply these marking guides fairly and provide you with feedback so you can continue to improve over the term and beyond.

Participation

When you attend face-to-face classes, we expect you to actively participate in the activities organized. This may mean listening, taking notes, asking questions or engaging in peer discussions. It may also mean working by yourself or in groups on tutorial exercises.

To complete the major project tasks, you are required to work in a team. We expect all team members to agree on how they will manage the team (e.g. making and documenting decisions), to assign the project work equitably and contribute to the delivery of project outputs to the best of their ability.

Students are expected to contribute to online discussions through the course forum on TEAMS particularly for the Final Project. You may also wish to discuss challenges faced through this course, ask questions about course content, discuss tutorials and practice questions. It is expected that students will help each other, and the lecturers will contribute as required.

Attendance and punctuality

We expect students to be punctual and attend all lectures and tutorials. University commitments take precedence over regular work activities, holidays etc. If you miss a class, we expect you to catch up in your time, lectures will be recorded and made available through MOODLE.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Scientific Paper Evaluation Assessment Format: Group	20%	Start Date: 21/06/2024 09:00 AM Due Date: 21/06/2024 12:00 PM
Scenario-based test Assessment Format: Individual	25%	Start Date: 12/07/2024 09:00 AM Due Date: 12/07/2024 10:00 AM
Test on lecture materials Assessment Format: Individual	25%	Start Date: 26/07/2024 09:00 AM Due Date: 26/07/2024 10:00 AM
Final project Assessment Format: Group	30%	Start Date: 29/07/2024 11:00 AM Due Date: 02/08/2024 12:00 PM

Assessment Details

Scientific Paper Evaluation

Assessment Overview

This is both a group and individual activity that is based on a systematic process introduced through a workshop to identify the strengths and weaknesses of a research article to assess the usefulness and validity of research findings. Students will be assessed through their group presentation, peer assessment and individual submission

Course Learning Outcomes

- CL02 : Evaluate scientific literature in order to make a critical assessment of evidence-based nutritional epidemiological studies
- CL03 : Effectively communicate the importance of scientific literature back to their team and cohort in both written and oral form

Detailed Assessment Description

This is based on the group activity during tutorial time to critique a scientific publication. This will be an evaluation of critical judgement with respect to scientific information. Students will need to attend the tutorial in person. A group discussion of the scientific paper is compulsory. A presentation by each group is compulsory.

Assignment submission Turnitin type

This is not a Turnitin assignment

Scenario-based test

Assessment Overview

Students will complete an online quiz on Production, Management and Use of Food Composition Data. This Quiz will be based on an FAO Online course that students will complete as part of the syllabus. Feedback will be provided in the form of a mark and correction of incorrect responses.

Course Learning Outcomes

- CL01 : Explain the need for food compositional databases, the methods used to generate the data and how use them in the assessment of population nutrient intakes.

Detailed Assessment Description

Scenario based testing on the online FAO e-learning course on Food Composition. This test will be conducted online in the tutorial time. Students will be expected to attend the tutorial in order to do the test.

Assessment Length

60 mins

Assignment submission Turnitin type

This is not a Turnitin assignment

Test on lecture materials

Assessment Overview

Summative assessment of lecture material presented during the first half of term. Students will complete an online test. Feedback will be provided in the form of a mark and correction of incorrect responses.

Course Learning Outcomes

- CL03 : Effectively communicate the importance of scientific literature back to their team and cohort in both written and oral form
- CL04 : Apply knowledge obtained to a range of population nutrition issues, and how they contribute to national nutrition policies.

Detailed Assessment Description

Test on Lecture material covered until Week 8. This will be a short-answer/Quiz on MOODLE.

This test will be conducted online in the tutorial time. Students will be expected to attend the tutorial in order to do the test.

Assessment Length

60 minutes

Assignment submission Turnitin type

This is not a Turnitin assignment

Final project

Assessment Overview

Students will work in a group to design a solution or plan for assessing food and nutrition issues at community level based on the topic. Students will be evaluated on their ability to collect and analyse appropriate literature related to a topic and make a critical assessment of the scenarios. Feedback will be provided after the final presentation based on a rubric and an individual student mark will be provided which will include peer assessments and individual performance within the group; and participation.

Course Learning Outcomes

- CLO2 : Evaluate scientific literature in order to make a critical assessment of evidence-based nutritional epidemiological studies
- CLO3 : Effectively communicate the importance of scientific literature back to their team and cohort in both written and oral form
- CLO4 : Apply knowledge obtained to a range of population nutrition issues, and how they contribute to national nutrition policies.

Detailed Assessment Description

More details on the assessment, expectations, criteria will be provided during term.

Assessment information

Peer assessment (5%), Individual contribution (15%), Group report/presentation (10%).

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

Assessment criteria and standards

Assessments 2 and 3 will be completed via MOODLE. The student gateway provides more detail on the UNSW [grading system](#) and [assessment policy](#).

Detailed assessment criteria for each assessment including for peer assessments will be

provided on MOODLE during session.

Grading Basis

Standard

Requirements to pass course

To pass this course, students should achieve a composite overall mark of 50%.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Lecture 1: Introduction; Forming groups; Topics for group presentations Lecture 2: Nutritional assessment techniques-Introduction and Principles - Biochemical and Clinical Methods
	Tutorial	FAO/INFOODS e-learning course-Introduction; getting started
Week 2 : 3 June - 9 June	Lecture	Lecture 1: Nutritional Assessment Techniques- Laboratory Assessment Methods Lecture 2: Case studies/Exercise
	Tutorial	Group discussion on relevant scenarios- Tutor-led
Week 3 : 10 June - 16 June	Lecture	Lecture 1: Monday - Public Holiday- No Lecture Lecture 2: No Lecture (independent reading suggested)
	Tutorial	Independent reading for Final Project (Project-based Hackathon)
Week 4 : 17 June - 23 June	Lecture	Lecture 1: Clinical Assessment techniques- continued. Lecture 2: Nitrogen Balance studies; Evaluation of protein quality of foods
	Tutorial	Assessment 1- Critical assessment of scientific papers: Group Assessment- Compulsory attendance and participation
	Assessment	Scientific Paper Evaluation
Week 5 : 24 June - 30 June	Lecture	Lecture 1 and 2: Bioavailability of foods and relevance to public nutrition policy
	Tutorial	Group project discussion
Week 6 : 1 July - 7 July	Other	Flexibility Week - No lecture or tutorial
Week 7 : 8 July - 14 July	Lecture	Lecture 1: Food Systems and Interventions Lecture 2: Food balance sheets
	Tutorial	Assessment 2- Scenario-based test (On-line on MOODLE) on Application of Food Composition Database This assessment will take place in the class during tutorial time. Continuation of final group project discussion- independent. No formal tutorial.
	Assessment	Scenario-based test
Week 8 : 15 July - 21 July	Lecture	Lecture 1: Evidence-based science; nutritional epidemiology plus levels of evidence Lecture 2: Case study exercises based on publications
	Tutorial	Group Project discussion
Week 9 : 22 July - 28 July	Lecture	Lecture 1: Food and Nutrition Policy Lecture 2: Approaches/strategies to reduce malnutrition e.g. food fortification; nutrition education. Nutrition Rehabilitation and Interventions.
	Tutorial	Assessment 3- Online (MOODLE) Test -on lecture material covered until Week 8. Group Project Discussion
	Assessment	Test on Lecture Material
Week 10 : 29 July - 4 August	Lecture	Assessment 4-Group Project Presentations Details will be provided on MOODLE
	Tutorial	Assessment 4- Group Project Presentations and presentations

Attendance Requirements

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

General Schedule Information

Lectures will be delivered face-to-face on Mondays (11-1pm, UNSW Business School 119); Thursdays (1-2pm, UNSW Business School 119).

The Tutorials will be face-to-face on Fridays (9-12pm, Webster 251).

Course Resources

Prescribed Resources

Gibson, R (2005) Principles of Nutritional Assessment. 2nd edition. ISBN: 9780195171693

Kirkwood and Sterne (2003). Essential Medical Statistics, 2nd Edition. John Wiley & Sons, Ltd., Oxford, UK.

Fidanza, F. 1991. Nutritional Status Assessment. A manual for population studies. 1st Edition, Chapman and Hall.

Gibson, RS. 1993. Nutritional Assessment. A laboratory manual. Oxford University Press.

Lee, RD and Nieman, DC. 1993. Nutritional Assessment. Brown and Benchmark Publishers.

Lohman, TG, Roche, AF, Martorell, R (1988). Anthropometric standardization reference manual, Human Kinetics Books

In addition to the above, more resources such as key websites and references will be provided for each topic during the lecture.

Recommended Resources

There is no set textbook for this course.

www.fao.org

www.who.org

www.aihw.gov.au

www.nhmrc.gov.au

www.foodstandards.gov.au

<https://www.wfp.org/>

Videos, lecture slides and suggested readings, tutorial exercises, plus links to other online resources will be provided on MOODLE. These will be progressively released as the term progresses.

You can access the full text of online resources available from the UNSW library using the UNSW VPN Service (<https://www.it.unsw.edu.au/staff/vpn/#AccessingLibraryJournals>).

Several software resources tools are available online on: <https://www.myaccess.unsw.edu.au/>.

Course Evaluation and Development

Student feedback on both course and teaching will be done through MOODLE (MyExperience) from Week 8 onwards. This is a formal University level student feedback. During the first week, when assessments and course schedules are discussed along with expectations in the course, feedback from the previous year on the course will be shared and changes made as a result of that will also be discussed. The focus will be on how to improve student experience in the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jayashree Arco t		416A, E10 Science and Engineering Building	9385 5360	Email and Phone	Yes	Yes
Tutor	Jane Harding				Email/ TEAMS	No	No
	Madhushmita K rishnamurthy				Email/ TEAMS	No	No

Other Useful Information

Academic Information

I. Special consideration and supplementary assessment

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, or within 3 working days of, submitting an assessment or sitting an exam.

Please note that UNSW has a Fit to Sit rule, which means that if you sit an exam, 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](#).

II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and policies. In particular, students should be familiar with the following:

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

III. Equity and diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

IV. Professional Outcomes and Program Design

Students are able to review the relevant professional outcomes and program designs for their streams by going to the following link: <https://www.unsw.edu.au/engineering/student-life/student-resources/program-design>.

Note: This course outline sets out the 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 or your primary learning management system (LMS) 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/Moodle/LMS, the description in the Course Outline/Moodle/LMS applies.

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. *Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.*

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: student.unsw.edu.au/plagiarism. The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of five percent (5%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be accepted and a mark of zero will be

awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark;
- Exams, peer feedback and team evaluation surveys;
- Online quizzes where answers are released to students on completion;
- Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date; and,
- Pass/Fail assessment tasks.

Faculty-specific Information

[Engineering Student Support Services](#) – The Nucleus - enrolment, progression checks, clash requests, course issues or program-related queries

[Engineering Industrial Training](#) – Industrial training questions

[UNSW Study Abroad](#) – study abroad student enquiries (for inbound students)

[UNSW Exchange](#) – student exchange enquiries (for inbound students)

[UNSW Future Students](#) – potential student enquiries e.g. admissions, fees, programs, credit transfer

Phone

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

(+61 2) 9385 3179 – UNSW Study Abroad and UNSW Exchange (for inbound students)

School-specific Information

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

Most classes at UNSW are "In Person" and run in a face-to-face mode only. Attendance and participation in the classes is expected. 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.

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.

Academic Integrity

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

- ☑ 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

Unacceptable actions

- ☑ asking for help completing 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.

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.

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.

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.