



# NUTR12001 *Human Nutrition*

## Term 1 - 2017

Profile information current as at 04/05/2024 01:44 am

All details in this unit profile for NUTR12001 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit relates the principles of nutrition and the role of nutrition in the maintenance of health and prevention of disease across the life span. Detailed study of food and nutrient requirements, energy balance, body composition and weight management, and nutrition assessment of individuals and population groups, will be undertaken with a view to developing the background to provide appropriate nutritional advice to groups within a community setting. This unit will also explore food and nutrition requirements for individuals involved in sports and exercise.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Distance
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 30%

#### 2. **Presentation and Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback Course evaluation

**Feedback**

Students liked the Australian based textbook and learning resources provided for the course.

**Recommendation**

Continue with current text and learning resources.

**Action**

Textbook continues to be appreciated by students completing this unit.

#### Feedback from Student feedback Course evaluation

**Feedback**

Students enjoyed the group discussion assessment task and the opportunity it provides to learn from other students.

**Recommendation**

Continue inclusion of this assessment task.

**Action**

Students continue to appreciate the learning achieved from the group discussions

#### Feedback from Student feedback Course evaluation

**Feedback**

Students dissatisfied with lecture recordings that were provided by a nutrition industry professional.

**Recommendation**

Academic staff from CQUniversity will deliver lectures.

**Action**

Academic staff from CQU developed and delivered lectures. Review required for 2018.

#### Feedback from Student feedback Course evaluation.

**Feedback**

More detailed explanation of assessment tasks and marking criteria required.

**Recommendation**

These will be reviewed before term 1 2017

**Action**

Assessment tasks and marking criteria will undergo further review for 2018.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
2. Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
3. Explain the concepts of energy balance, body composition and weight management.
4. Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
5. Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
6. Explain the role of food and nutrition in sport and exercise.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Discussion - 30%	•	•		•		•
2 - Presentation and Written Assessment - 30%		•	•		•	
3 - Written Assessment - 40%	•		•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication			•	•	•	•
2 - Problem Solving						•
3 - Critical Thinking		•	•	•	•	•
4 - Information Literacy		•	•			•
5 - Team Work			•	•	•	
6 - Information Technology Competence			•			
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 30%	•		•	•	•	•				
2 - Presentation and Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%			•	•						

## Textbooks and Resources

### Textbooks

NUTR12001

#### Prescribed

##### Food, Nutrition & Health

Edition: First (2013)

Authors: Tapsell, Linda

Oxford University Press

Sydney , New South Wales , Australia

ISBN: 9780195518344

Binding: Paperback

#### Additional Textbook Information

This text is available as a paperback OR e-Book (see:

[http://www.oup.com.au/titles/higher\\_ed/health\\_sciences/9780195587982](http://www.oup.com.au/titles/higher_ed/health_sciences/9780195587982))

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Office - PowerPoint

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sue Williams** Unit Coordinator

[s.p.williams@cqu.edu.au](mailto:s.p.williams@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to Human Nutrition An Introduction to Nutrition	1, 2 & 3	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Food: The Primary Source of Energy and Nutrients	4	Online Quiz 1 - opens Monday 13th March, 9.00 am - discussion topics from weeks 2 through 6 (This quiz will close at the end of week 12)

**Week 3 - 20 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Extending Knowledge of Food Components	5	

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Categorising Foods in Terms of Nutrient Content	6	

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Categorising Foods in Terms of Healthy Diets: Cuisines, Dietary Patterns and Dietary Guidelines	7	<b>Our toxic food environment &amp; obesity</b> Due: Week 5 Friday (7 Apr 2017) 5:00 pm AEST

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition for Exercise and Sport	Additional resources will be provided	

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition Tools: Dietary Assessment, Food Databases and Dietary Modelling	12	Online Quiz 2 - opens Monday 24th April, 9.00 am - discussion topics from weeks 7 through 11 (This quiz will close at the end of week 12)

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During The Lifecycle: Pregnancy and Lactation	8	

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During The Lifecycle: Infancy and Childhood	9	

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During The Lifecycle: The Prevention of Chronic Disease in Adulthood	10	

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During The Lifecycle: Nutritional Needs of Older Adults	11	<b>A case study in nutrition</b> Due: Week 11 Friday (26 May 2017) 5:00 pm AEST

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Food & Nutrition Policy Frameworks Locations of Nutrition Practice Future Directions in Nutrition	13, 14 & 15	

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Discussion Forum contributions

#### Assessment Type

Group Discussion

#### Task Description

There are two (2) parts to this assessment task.

**To complete this assessment task you will be required to:**

1. **Contribute online discussion to a minimum of ten (10) nutrition-related topics; and**
2. **Complete two (2) online quizzes.**

**Task overview and aims:** There is much confusion around what we should be doing with regards to our nutritional intakes. We all participate in discussions of issues/health topics in some way on a regular and/or frequent basis (with our friends, family, health practitioners, social media) and as such, inherently understand the value of discussion with others.

This task gives you opportunity to explore nutrition-related issues, decipher nutrition-related information, appreciate the lived experiences of others and develop skills in using and communicating reliable information, in a supported and moderated online environment.

#### Task details:

**Part 1: Group discussion contributions:** You will be required to contribute professional (includes anecdotal and evidence-based) discussion to at least (10) discussion topics (from weeks 2 through 11) which are introduced in the weekly Lessons in the unit Learning Guide (available on the course Moodle site).

**Part 2: Online quizzes:** Complete two (2) online quizzes which permit evaluation of your engagement and comprehension of topics (Quiz 1 questions will relate to topics introduced during weeks 2 through 6 & Quiz 2 questions will relate to topics introduced during weeks 7 through 11).

#### Assessment Due Date

Quiz 1 will 'open' on Monday 13th March and close at the end of week 12. Quiz 2 will 'open' on Monday 24th April and also close at the end of week 12.

#### Return Date to Students

Final marks for discussion forum contributions will reviewed and finalised upon completion of both quizzes (ie. end week 12).

#### Weighting

30%

#### Minimum mark or grade

Students are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the course.

#### Assessment Criteria

Each quiz will include 4 core 'engagement' questions (see marks below) and topic specific questions (multiple choice format) - 2 questions for each topic (1 mark each). You are only expected to answer questions relevant to each of the topics you contribute discussion to.

Engagement questions (true/false format): For discussion topic (x) -

- I made an original anecdotal or evidence-based contribution? 5 marks for each contribution (maximum 50 marks)
- I contributed a follow-up comment or discussion to another students posting? 2 marks for each additional contribution (after initial) (maximum 20 marks)
- I shared outside knowledge, expertise or experience? 2 marks for each contribution which demonstrates sharing (maximum 20 marks)
- I included evidence from reputable sources e.g. Peer-reviewed journal articles; government or industry reports or websites (with weblinks)? 1 mark for each contribution which includes links to additional resources (maximum 10 marks).

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

You will access the discussion forum quizzes via a link in the Assessment BLOCK on our Moodle site.

## Learning Outcomes Assessed

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
- Explain the role of food and nutrition in sport and exercise.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

# 2 Our toxic food environment & obesity

## Assessment Type

Presentation and Written Assessment

## Task Description

There are two (2) parts to this assessment task.

**To complete this assessment task, you will be required to:**

1. **Write a 1500 word essay; and**
2. **Develop a print-based presentation**

**Task overview and aims:** Overweight and obesity now affects more than two-thirds of Australian adults and one-quarter of Australian children. A myriad of modifiable and non-modifiable factors contribute to the development of overweight/obesity. There is much recognition for a socio-ecological approach to addressing this significant health (and economic) issue. This approach includes consideration for the range of factors which influence individual behaviours (nutrition and physical activity) within our communities and environments (homes, schools, workplaces etc) and extending across societies to policy and support at organisational and government levels. As practitioners in health (for example: educators, psychologists, nutritionists, physiologists) it is important for us to appreciate the 'realities' of nutritional intakes in our communities and provide individuals or groups with evidence-based information which can support effective changes.

Through research and reflection, this assessment task will provide you with opportunity to develop your: (i) Understanding of the complexity of overweight/obesity and its impact on our health; & (ii) skills in communicating health information to community members.

## Task details:

**Part 1: Essay (20%):** You are required to choose **one** (1) of the following topics and develop a written essay (1500 words  $\pm$  10%) which methodically analyses and evaluates your chosen topic. Topics from which to choose:

- *Changes in prevalence rates of obesity in Australia;*
- *The role of media/television/computers in the development of obesity;*
- *The role of carbohydrates in the development of obesity;*
- *The role of dietary fat in the development of obesity;*
- *The role of genetics in the development of obesity;*
- *Energy balance and the development of obesity;*
- *The role of media in the development of obesity;*
- *The role of 'settings' in the development of obesity;*
- *The role of obesity in the development of other nutrition-related diseases.*

You should watch the following video entitled *Why We Overeat - The Toxic Food Environment and Obesity* (Harvard T.H. Chan School of Public Health) (<http://theforum.sph.harvard.edu/events/why-we-overeat/>) (Playing time approximately 1 hour). This video provides a very good overview of the many factors contributing to the obesity epidemic and should



help you in choosing a topic and stimulating your thoughts and research.

**Part 2: Presentation (10%):** Following on from your essay, you are required to develop a print-based presentation (single page poster, brochure or pamphlet) which could be provided to lay-persons within your community to improve their understanding of the obesity-related issue which you discussed in your essay. Your presentation could include specific 'how to' instructions or more general information about your topic (and is relevant to lay-persons). You will need to ensure you **do not** use academic 'speak' or jargon or technical terminology (without definition)).

You should aim to make your presentation visually appealing but keep in mind the relevance and need for pictures and formatting (including too much of one or the other can be distracting and may reduce the impact of the message(s) you are aiming to communicate – getting some feedback from others before submission is valuable and important).

There is no word limit for this print-based presentation but it is limited to a single page pamphlet, brochure or poster.

**NOTE:** both parts of this assessment task must be completed and a pass mark achieved for both parts in order to achieve a pass mark for the task.

### **Assessment Due Date**

Week 5 Friday (7 Apr 2017) 5:00 pm AEST

### **Return Date to Students**

Week 8 Friday (5 May 2017)

### **Weighting**

30%

### **Minimum mark or grade**

Students must complete both parts of this assessment task and obtain at least 50% of allocated marks for both parts of this assessment task, in order to pass the course,

### **Assessment Criteria**

#### ***Essay marking criteria:***

**Submission requirements for essay:** Word document; Size 12, Times New Roman font; 1.5 or double line spacing & 2.5 cm margins; Cover page/sheet; Page numbers & does not include any pictures/images, borders or colours; Original & creative argument; Fluency & succinctness; Accuracy of argument; Appropriate length; Paragraphing; Grammar & spelling.

#### **Technical requirements:**

- Introduction: informs the reader of the topic; explains why the discussion is an important one to have; provides an overview of the key points of the essay's argument
- Body: provides discussion of the key topics included in introduction; includes relevant information; includes discussion which is logical and rational; includes discussion which is supported by scientific evidence.
- Conclusion draws together and summarises the academic opinion/argument
- Referencing style (APA or Harvard) is accurate throughout (essay and reference list)
- Adequate acknowledgment of sources throughout essay.

#### ***Presentation marking criteria:***

**Submission requirements for presentation:** single page brochure/poster or pamphlet, saved and submitted as a PDF.

#### **Technical requirements:**

- Presentation is original and creative and links to essay discussion; demonstrates extensive research and development of ideas/concepts with clear and organised responses; has no or very few typographical/ /formatting or verbal communication errors
- Information clearly presented and easily understood by lay person
- Coherent theme throughout presentation (each item of discussion/content clearly relates to the others)
- Information logically organised with good flow
- Size not exceeded
- Referencing accurate and appropriate - **where applicable.**

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Submission Instructions**

Students must submit their completed assessment tasks via the ASSESSMENT BLOCK on the unit Moodle site.

### **Learning Outcomes Assessed**

- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Explain the concepts of energy balance, body composition and weight management.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 3 A case study in nutrition

### Assessment Type

Written Assessment

### Task Description

**To complete this assessment task, you will be required to:**

- **Review a case study and develop written responses to the following four (4) topics (approximately 500 to 800 words for each topic).**

**Task overview and aims:** The dynamic nature of nutrition and nutrition research and the significant advances and use of the Internet and other e-technologies in the last decade, has led to an abundance of information being available to us - literally at our fingertips! Some of this information is evidence-based and some (perhaps much more than we would think or like) is fallacy (partially or completely). Coupled with the increasing changes to our lifestyles and increasing rates of 'lifestyle-related' conditions/diseases, this abundance of information has led to much confusion about how we maintain our health, and in relation to nutrition: what we should be eating; why we should be eating; and of unit how we should be eating.

This assessment task will provide you with opportunity to conduct research and explore evidence relating to nutrition assessments and recommendations aimed at improving health and wellbeing, and help you unravel some of the complexities of 'good' nutrition and how to use nutrition-related information with competence and confidence.

**Task details:** You will be provided with a case study which includes details of a completed nutritional assessment. The case study will be available in the Assessment Resources tab on the unit Moodle site. You will then conduct research to develop your written responses to the following topics;

*Topic 1: Nutrition Assessments & Methodologies:*

- Discuss the advantages and disadvantages of 3 day food records?
- Discuss factors that may impact the reliability and validity of food record data and which should be considered when conducting a 3 day food record (e.g. accuracy of record; recall issues; measurement issues);
- Outline the limitations of this type of nutrition assessment;
- Outline when 3 day food records should & should not be used; and
- Discuss 3 commonly used anthropometric measures, reasons for their use and their limitations.

*Topic 2: Nutrition recommendations and guidelines for Australians:*

- Conduct an analysis of this individual's dietary intake in relation to relevant Australian Dietary Guidelines (ADG's) AND recommendations included in the Australian Guide to Healthy Eating (AGTHE) (NHMRC, 2013); and
- Discuss your results and possible implications in relation to this individual's risk of developing nutrition-related conditions/diseases (consider evidence in the ADG's).

*Topic 3: Critical analysis of nutrition information and resources:*

- Develop a list of at least three (3) **reliable** resources which you could provide this individual to assist them in improving their nutritional intake;
- Include Weblinks and/or references to these resources; and
- Provide written justification for your choice of resources.

*Topic 4: Strategies for improving lifestyle behaviours and disease-risks:*

- Outline the diet-disease links relevant to this individuals assessment
- Outline 3 strategies for this individual that would aim to improve their overall dietary intake and wellbeing (this may include recommendations for physical activity & possible environmental/social changes); and
- Provide written justification (evidence-based explanation) for each of your recommendations.

**Each written response for each topic should include:**

- Brief introduction: to the topic (approximately 100-200 words);
- Body - main discussion/response (approximately 300-400 words); and
- Conclusion: summary sentences for your response (approximately 100-200 words).

- Minimum of five (5) scientific/reliable references for each response to each topic (ie, a minimum of 20 references for your submission).

### **Assessment Due Date**

Week 11 Friday (26 May 2017) 5:00 pm AEST

### **Return Date to Students**

Exam Week Friday (16 June 2017)

### **Weighting**

40%

### **Minimum mark or grade**

Students are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the course.

### **Assessment Criteria**

The following criteria will be used to assess how well you address the requirements of this task.

#### **Submission criteria:**

- Word document; Size 12, Times New Roman font; 1.5 or double line spacing & 2.5 cm margins
- Cover page/sheet; page numbers and does not include any pictures/images, borders or colours
- Appropriate length; referencing accurate and consistently applied; appropriate number of scientific/reliable references (minimum 5 per topic)

#### **Overall quality of submission:**

- Fluency and succinctness
- Paragraph development
- Grammar and spelling

#### **Topic 1:**

- Includes brief introduction and conclusion to the topic of nutrition assessments and methodologies
- Discussion of the advantages and disadvantages of 3 day food records
- Consideration for factors during conduct of 3 day food record
- Limitations of use and when 3 day food records should be used
- Discussion of 3 anthropometric measures, their reasons for use and their limitations

#### **Topic 2:**

- Includes brief introduction and conclusion to the topic of nutrition recommendations and guidelines in Australia
- Analysed in relation to ADGs (one or more of guidelines with justification included)
- Analysed in relation to the AGTHE – recommended serves of food groups & discretionary foods per day
- Results of analyses discussed & includes consideration of evidence from ADGs
- Implications of analyses discussed in relation to risk of nutrition-related conditions/diseases

#### **Topic 3:**

- Includes brief introduction and conclusion to the topic of nutrition information and resources
- List of 3 'credible' resources recommended (with weblinks and/or and evidence-based justification of choices included)

#### **Topic 4:**

- Includes brief introduction and conclusion to the topic of nutritional needs relative to lifestyle behaviours and characteristics
- Relevant diet-disease links outlined
- Three relevant strategies documented
- Evidence-based explanation provided for each strategy/recommendation.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Submission Instructions**

Students must submit this assessment via the ASSESSMENT BLOCK on the unit Moodle site.

### Learning Outcomes Assessed

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Explain the concepts of energy balance, body composition and weight management.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
- Explain the role of food and nutrition in sport and exercise.

### Graduate Attributes

- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem