



NUTR12001 *Human Nutrition*

Term 1 - 2019

Profile information current as at 07/05/2024 06:59 pm

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 - 2019

- Online
- 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. **Written Assessment**

Weighting: 40%

3. **Presentation and Written Assessment**

Weighting: 30%

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 formal evaluation

Feedback

New assessment tasks and marking criteria require additional explanation to provide greater clarity of expectations

Recommendation

Details for all assessment tasks will be revised and tested prior to implementation in 2019.

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



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	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 and Health

Edition: First (2013)

Authors: Linda Taspell

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195518344

Binding: Paperback

Additional Textbook Information

Both the paperback and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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

Schedule

Week 1 - 11 Mar 2019

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

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Food: The Primary Source of Energy and Nutrients	4	Tutorial - Week 1 Learning Activities

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Extending Knowledge of Food Components	5	Tutorial - Week 2 Learning Activities

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Categorising Food in Terms of Nutrient Content and Healthy Diets	6 and 7	Tutorial- Week 3 Learning Activities AND Assessment task (Group Discussions) Group allocations will be available on the Moodle site at the end of week 4

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition Tools: Dietary Assessment, Food Databases and Dietary Modelling	12	Tutorial - Week 4 Learning Activities AND Assessment task (Overweight & Obesity)

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Role of Food and Nutrition in Sport and Exercise	Supplementary materials included in unit Learning Guide	Tutorial - Week 5 Learning Activities

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Tutorial - Week 6 Learning Activities

Nutrition During the Lifecycle:
Pregnancy and Lactation 8

Overweight and obesity - causes, consequences and cures Due: Week 7 Friday (3 May 2019) 5:00 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: Infancy and Childhood	9	Tutorial - Week 7 Learning Activities

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: The Prevention of Chronic Disease in Adulthood	10	Tutorial - Week 8 Learning Activities AND Assessment task (Case Study in Nutrition)

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Tutorial - Week 9 Learning Activities
Nutrition During the Lifecycle: Nutritional Needs of Older Adults	11	Group Discussion - Conversations in Nutrition Due: Week 10 Monday (20 May 2019) 5:00 pm AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Food and Nutrition Policy and Practice	13, 14 and 15	Tutorial - Week 10 & 11 Learning Activities

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Case study in Nutrition Due: Week 12 Friday (7 June 2019) 5:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Your Unit Coordinator and Lecturer this term is: Dr. Susan Williams (Senior Lecturer in Nutrition), Room LG1.13/Building 7, CQUniversity Bruce Highway, North Rockhampton. You may contact me via the forum Moodle site OR via telephone: 07 49 232213.

The unit and learning content:

The unit is offered across a range of disciplines and taken up by students enrolled in Public Health, Medical Science, Psychological Science, Education, Exercise and Sports Science, Allied Health and a few others. Learning content has been divided into 10 main learning topics across 3 modules and a final topic relating to policy and practice in nutrition. Except for week 6 (Nutrition for exercise and sport), each topic relates to specific chapter(s) in your textbook and learning outcomes for the unit. Weekly recorded lectures will be provided online via the unit Moodle site and available via the Echo360 link with mp4 formats also available via the weekly tabs. These presentations are NOT intended to be overly lengthy but they do aim to provide a succinct explanation and discussion of key learning areas associated with the unit learning outcomes. PowerPoint slides will be available for each recorded lecture – you can access these via the weekly tabs on our unit Moodle site.

Tutorial sessions:

Throughout the term Zoom tutorial sessions will be held online and Face to Face (F2F) in weeks 1 through 11). These sessions will provide all students with opportunity to ask questions and key topics relevant to assessment tasks and/or learning outcomes, will be explained and discussed. Additional Zoom sessions may be scheduled during term if the need arises. Student may attend the online or F2F sessions (Rockhampton campus) irrespective of their enrolment mode (i.e. distance or on-campus). All Zoom sessions will be recorded so if you are unable to 'attend' on the day – you may view the session online at a time suitable to you. Links to these sessions (and the recordings) will be included in the weekly tabs on our unit Moodle site. If you have never used Zoom before or require assistance, please review the Zoom information provided in Moodle Help for Students in the Support BLOCK on Moodle.

Weekly email Updates

At the start of each week I will email all students with information about the activities and learning topics ahead in the week. I will also post a brief list on the front page of our course Moodle site to give you an abridged version of the emailed update. These messages will be loaded on Monday mornings and emailed to your cqumail address. Important: IF YOU DO NOT WANT TO RECEIVE THESE WEEKLY UPDATES VIA EMAIL PLEASE ADVISE THE UNIT COORDINATOR/LECTURER VIA EMAIL.

Unit Assessment Guide & Learning Guide

The unit Assessment guide has been developed to provide full and extended details of assessment tasks included in the unit. This guide should be used to supplement the outline included the Unit Profile. The Assessment Guide is available in the Assessment Resources tab in our unit Moodle site.

A unit Learning Guide has been developed specifically for this unit. This guide includes weekly outlines of key learning areas and readings; nutrition activities and discussion forum topics which support your learning. For each of the weekly topics included in the Learning Guide you should:

- Read through the specified pages of your textbook and/or additional resources/journal articles, and complete the activities as listed.
- Review the online lecture recording/s relevant to that week. You can access these via the weekly tabs on our unit Moodle site.
- Activities included in the Learning Guide will be discussed during the weekly tutorials.

Student-Student communications

Discussion of nutrition topics is integral to developing appreciation and understanding of the depth and breadth of nutrition issues in our populations. Open discussion is important however, we expect that you will ALWAYS weigh up the 'evidence' and respect the right of every individual to have an opinion (which may be different to your own). Please respect your fellow peers and do not use harsh language. As an active participant in this unit, it is important that you communicate in a professional manner at all times.

Assessment Tasks

1 Group Discussion - Conversations in Nutrition

Assessment Type

Group Discussion

Task Description

Food and nutrition affects each and every one of us in many different ways. Most, if not all of us, discuss food, nutrition and health in some way on a somewhat regular basis and inherently understand the value of discussing such topics with others e.g. seeking clarification, help/advice, and confirmation/agreement from others.

In Learning and Teaching, group discussion involves interaction and sharing of learning, provides benefit to all involved and is recognised as a key aspect of 'deep' or meaningful learning.

This assessment task provides you with opportunity to talk with other students about selected topics related to food, nutrition and health, to assist you to develop understanding of food and nutrition facts and their connections with broader concepts in nutrition and health.

To complete this task you will:

- be allocated to a group of approximately 10 students in which you will contribute to group discussion of four (4) topics (see list below), and
- develop a brief report of your personal discussion contributions and reflection of your learning from these discussions.

Task details:

Group allocations and group spaces:

At the end of week 4 (after Census date for Term 1), each student will be randomly allocated to a group. This random allocation aims to create a mix of students from different disciplines and backgrounds thereby providing greater opportunity for exploration and learning of different perspectives.

Each group will be provided with a group space on the unit Moodle site (see My Group Space in the Assessment BLOCK). Only students allocated to your group will be able to access and view your discussions.

Individual contributions to group discussions:

Your individual contributions to discussions should include: asking questions of others in your group about the topic, responding to other student's questions or comments, questioning others about what they have said.

Prior to making a contribution to discussion of a topic it is expected that you will have:

1. Completed the learning activities related to the topics listed below and also included in the unit Learning Guide (Learning Guide will be available on the unit Moodle site). NOTE: You are not required to submit your answers to these activities.
2. Read through or view any related media articles provided on each of the topics.
3. Reflect on your answers to the learning activities and opinions of any related media and consider your knowledge, understanding and experiences related to the topic.
4. Make note of any questions that arise from these activities that you feel unable to answer alone or would like to explore further and/or any personal experiences or opinions you have regarding the topic.

Topics:

Food selection guides & Dietary Guidelines and Nutrient Recommendations Related learning activities: 1.3 Use of food labels; 4.2 Categorising food for understanding; 4.4 How does your dietary intake compare with the Australian Dietary Guidelines?

Individual nutrients and their role in a healthy diet Related learning activities: 2.2 Vitamin D requirements; 2.3 Calcium requirements; 3.2 Lactose Intolerance; 4.1 Dietary iron intake; 4.3 Iron deficiency anaemia

Nutrition assessments Related learning activities: 5.1 Strengths & limitations of 24 hr food recalls; 5.2 Food frequency questionnaires (FFQ); 5.3 Online dietary analysis

Food and nutrition in sport and exercise Related learning activities: 6.1 How do your activity levels compare to the Australian Physical Activity Guidelines?; 6.3 Nutritional supplements.

Once you have completed the activities outlined above you are required to:

1. Go to your allocated group space on unit Moodle site and from your notes (see #4 above) ask your group a question that you feel unable to answer alone or would like to explore further OR post a discussion of a personal experience or opinion you have regarding the topic.

NOTES ON DISCUSSION POSTS:

- It is recommended that you develop and save your discussion posts in a Word document and then copy and paste your discussion to your group space on Moodle. This is to avoid loss of text from a forum that sometimes occurs if there is loss of internet connection or timing out.
- PLEASE DO NOT ATTACH A WORD DOCUMENT FOR YOUR CONTRIBUTION - this adds another 'click' (and additional time to load) to the process and deters reading by others.
- You may choose to add additional materials – images, videos, media articles to your forum to explore topics further.
- Please review and proof read your contribution prior to saving.

Reflective report:

You are required to develop and submit a **brief reflective report** that includes the following:

1. A table that outlines/lists the topics you posted questions/comments to and includes:

- a. date of post,
- b. topic being discussed,
- c. type of posting eg. question posed to group OR response to another students question OR opinion/experience shared with group OR questioning another student about what they have said
- d. general direction of discussion e.g. was there consensus or disagreement amongst your group? was their similarities or differences in group experiences or comments?)

NOTE: you **do not** need to include a copy of your posted discussion.

2. Written account of your reflections of what the discussions did for your learning e.g. Increased your understanding of a topic; change/confirm your opinion and/or personal practices; prompt you to talk with others about the topic and your new knowledge/understanding, etc (approximately 1-2 pages). Format: Word document – including running header that includes your student name, student number and assessment task name; Prefer: size 12 font, 1.5 or double line spacing. Length: there is no minimum or maximum word length for any aspect of this task.

Assessment Due Date

Week 10 Monday (20 May 2019) 5:00 pm AEST

Your contributions to your group discussions should occur throughout the term and be completed by the end of week 8 to allow students to take time to reflect on the overall discussions prior to developing their report.

Return Date to Students

Week 12 Friday (7 June 2019)

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

Marks for this task will be allocated for completion of required tasks as outlined in your reflective report. Your report should therefore include:

- A table that includes details of each topic and discussion post (2 marks for each contribution to each topic (maximum of 10 marks will be awarded for contributions to each topic) (max. 40 marks)
- Depth of reflection: (10 marks)
- Presentation and writing: spelling and grammar, effectiveness of communication, organisation and formatting of portfolio: (10 marks).

Referencing Style

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

Submission

Online

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 Overweight and obesity – causes, consequences and cures

Assessment Type

Written Assessment

Task Description

In Australia, overweight and obesity affects 64% of adults and 25% of children and adolescents. In simple terms, overweight and obesity are caused by energy imbalance however, there are many other factors that contribute to the development of overweight/obesity. Obesity poses significant risk to our short and long term health and our risk of developing nutrition-related diseases/conditions. Food and dietary behaviours are integral components of weight management but much confusion exists regarding what a healthy diet is and how best to manage our body weight.

This assessment task provides you with opportunity to explore evidence related to the causes, consequences and 'cures' or strategies for managing body weight and preventing or treating overweight and obesity.

To complete this task you will be required to:

- Conduct research and develop a 2000 (+/- 10%) word essay that demonstrates your understanding of overweight and obesity including:
 - Definitions and measurement and known issues/limitations of measures
 - Causes – modifiable and non-modifiable factors
 - Health consequences
 - Effectiveness of weight loss strategies and strength of evidence for key strategies.

Assessment Due Date

Week 7 Friday (3 May 2019) 5:00 pm AEST

Return Date to Students

Week 9 Friday (17 May 2019)

Weighting

40%

Minimum mark or grade

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

Assessment Criteria

Marks for this task will be allocated according to the following criteria

- Provides introduction of the topic including significance of the issues and definitions (10)
- Provides evidence based discussion that demonstrates understanding of the causes and health consequences of overweight and obesity (20)
- Utilises current evidence to discuss effectiveness of two (2) common weight loss strategies (20)
- Utilises relevant research, reports and policies/guidelines throughout (10)
- Provides conclusion that restates arguments, maps main conclusions and future viewpoint (10)
- Demonstrates academic writing skills (grammar, sentence structure, punctuation) (10)
- Demonstrates critical thinking and information literacy skills (10)
- Demonstrates understanding of academic referencing (10).

Referencing Style

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

Submission

Online

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

3 Case study in Nutrition

Assessment Type

Presentation and Written Assessment

Task Description

Nutrition assessments are integral to understanding if we meet our needs for a healthy diet. There are no 'gold standard' measures of dietary intakes and the process of assessing the intakes of an individual requires consideration for a broad range of factors (ie. holistic assessment). Understanding how to conduct a basic nutrition assessment is valuable to understanding our own personal intakes and in your respective professional roles, you may encounter times in the future where this task may help you provide the appropriate advice to others.

To complete this task you will be required to:

1. Conduct a nutrition assessment on a family member or friend that includes a: 24-hour food recall, 3-day food record, height, body weight, waist circumference and record of any nutrition-related diseases/conditions.
2. Develop a 15-20 minute oral presentation that reports the outcomes of your assessment and includes discussion each of the following criteria:
 - Issues encountered during the conduct of your 24-hour food recall and 3-day food record, how these align with evidence based processes, and any other assessment methods you believe would have enhanced the quality of information collected in your nutrition assessment (include evidence based justification).
 - Evidence based discussion of the advantages and disadvantages of food recalls and 3 day food records and issues that you encountered in the process of conducting the nutrition assessment, that may have impacted the accuracy of the nutrition data you collected and your subsequent recommendations.
 - Comparison of the individual's food intakes in relation to their stage of the lifespan and the Australian Guide to Healthy Eating (AGTHE) recommendations for serves of each food group (including discretionary foods).
 - Suggestions for change in dietary intakes and behaviours that you consider necessary for this individual to meet the recommendations for a healthy diet with respect for their stage in the lifespan and current dietary recommendations.
 - Comparison of the individual's anthropometric measures in relation to current Australian standards/recommendations for Body Mass Index and Waist Circumference.
 - A conclusion that includes suggestions for changes to dietary intakes that you consider necessary for this individual to meet nutrition recommendations and the requirements for a healthy diet.

Assessment Due Date

Week 12 Friday (7 June 2019) 5:00 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

Marks for this task will be allocated according to how well you address the following requirements:

- **Organisation of presentation:** logical sequence; includes relevant and accurate references (10 marks)
- **Content included in presentation:** Introduction is attention-getting (5 marks); introduces the topic well (5 marks); technical terms are well-defined in language appropriate for the target audience (5 marks); presentation contains accurate information in relation to each of the criteria (25 marks); discussion of material included is relevant to the topics being discussed (10 marks); appropriate amount of material is prepared in discussing each of the topics (10 marks); Conclusion includes appropriate suggestions for changes necessary to meet nutrition recommendation (5 marks).
- **Overall Presentation:** Speaker uses a clear, audible voice; delivery is poised, controlled and smooth; style presentation and images areas well prepared, informative, effective and not distracting; length of presentation is within assigned time limits; good language skills, pace, pitch and pronunciation are used (25 marks).

Referencing Style

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

Submission

Online

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

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