



NUTR13001 *Public Health Nutrition*

Term 1 - 2022

Profile information current as at 14/12/2025 12:38 pm

All details in this unit profile for NUTR13001 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 will develop student understanding of public health nutrition, which encompasses the biological, social and environmental dimensions of health in promoting and maintaining the nutritional health of populations. Nutritional issues facing population groups in Australia and the role of public health practitioners in promoting health and preventing disease will be considered. Frameworks, policies and legislation relating to nutrition and health promotion practice will be explored along with practical aspects of public health nutrition practice.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: NUTR12002 or NUTR12001

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 - 2022

- Online

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 Work**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 70%

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 evaluations

Feedback

Consideration of offering tutorials outside normal business hours to accommodate varied work and family commitments of students.

Recommendation

Students will be consulted at term commencement to identify their general preferences for delivery times of tutorials. Considerations will be given for alternating between normal and outside business hours.

Unit Learning Outcomes

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

1. Examine ecological issues of food supply and food policy.
2. Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
3. Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.
4. Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
5. Undertake research which illustrates systematic analysis of a current issue in public health nutrition.
6. Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
7. Demonstrate skills in group education for public health nutrition promotion.

Per NPC1118

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Practical and Written Assessment - 70%	•	•	•	•	•	•	•
2 - Group Work - 30%	•	•	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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							

Textbooks and Resources

Textbooks

There are no required textbooks.

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:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sue Williams Unit Coordinator
s.p.williams@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Concepts, Perspectives and Policies		Tutorial: <i>Introductions and Orientation</i> - Tuesday 1.00 - 2.00pm (Online Zoom)

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Issues and Epidemiology		Tutorial: <i>Group Work and Assessment Tasks 2022 & Week 1 Learning Activities</i> - Tuesday 1.00 - 2.00pm (Online Zoom)

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Theories and Frameworks		Tutorial: <i>Reviewing Literature & Week 2 Learning Activities</i> - Tuesday 1.00 - 2.00pm (Online Zoom)

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Assessment and Monitoring		Tutorial: <i>Week 3 Learning Activities</i> - Tuesday 1.00 - 2.00pm (Online Zoom) ASSESSMENT 1: JOURNAL CLUB MEETING #1 (Days and times for meetings will be confirmed in consultation with enrolled students)

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Food Environments and Public Health Nutrition Interventions		Tutorial: <i>Q&A for Assessment task 2A</i> - Tuesday 1.00 - 2.00pm (Online Zoom) ASSESSMENT 2A. LITERATURE REVIEW OF FOOD INSECURITY IN AUSTRALIA - Due 5.00pm Friday 8th April, 2022

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Data Collection, Analysis and Interpretation		Tutorial: No tutorial this week ASSESSMENT 2B. DATA COLLECTION - Due 5.00 pm Friday 22nd April, 2022 (NOTE: This is a formative task for this assessment)

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Food and Health Literacy and Community Education		Tutorial: <i>Data Analysis, Interpretation and Reporting & Week 6 Learning Activities</i> - Tuesday 1.00 - 2.00pm (Online Zoom)

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Telehealth, eHealth and mHealth in Public Health Nutrition		Tutorial: <i>Creating Data Tables and APA Style</i> - Tuesday 1.00 - 2.00pm (Online Zoom) ASSESSMENT 1: JOURNAL CLUB MEETING #2 (Days and times for meetings will be confirmed in consultation with enrolled students)

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Public Health Nutrition		Tutorial: No tutorial this week ASSESSMENT 2B. DATA ANALYSIS and REPORTING (Information sheet/poster) - Due 5.00pm Friday 13th May, 2022

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Future Perspectives in Public Health Nutrition		Tutorial: <i>Oral Presentations & Future Perspectives in Public Health Nutrition</i> - Tuesday 1.00 - 2.00pm (Online Zoom)

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Tutorial: No tutorial this week

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Presentations Week

Tutorial: No tutorial this week

ASSESSMENT 2C. PROFESSIONAL COMMUNICATION IN PRACTICE -

Schedule for Oral Presentations will be confirmed in consultation with enrolled students

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

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

Your Unit Coordinator and Lecturer this term is: Dr. Sue Williams, Room LG1.13/Building7, CQUniversity Bruce Highway, North Rockhampton. You may contact the Unit Coordinator via Moodle or telephone 07 4923 2213.

Public Health Nutrition - is a third-year unit which encompasses the biological, social and environmental dimensions of health in promoting and maintaining the nutritional health of populations. Nutritional issues facing population groups in Australia and the role of public health practitioners in promoting health and preventing disease will be considered.

Frameworks, policies, and legislation relating to nutrition and health promotion practice will be explored along with practical aspects of public health nutrition practice.

This unit is a core unit in the Bachelor of Medical Science (Nutrition specialisation) and Public Health (Nutrition specialisation) courses, and an elective for the Bachelor of Health Science. This unit is based on the concept of experiential learning (learning through reflection and 'doing') where you are expected to play an active role in your learning.

Your assessment tasks provide the framework for your learning, but it is expected that you will explore learning topics beyond the basic concepts provided and develop an appreciation for how your learning can be applied to different contexts. By way of professional development and shared learning, it is also expected that you will share your learning experiences and exploration of subject content within the group.

The learning content for this unit has been developed around key concepts related to public health nutrition practice in Australia. Your learning will be supported by prescribed weekly learning activities, weekly pre-recorded lectures, and regular tutorials and group meetings held throughout the term.

Assessment Tasks

1 JOURNAL CLUB MEETINGS

Assessment Type

Group Work

Task Description

Effective communication with different audiences is an integral skill for all health practitioners. As health practitioners we must use an evidence-based approach to guide our practice (including our communication) and develop confidence and competence in understanding what we read, conducting further investigation of issues/topics when we do not understand what is written/read, and developing written information or reports that can be understood by lay persons/members of the general public.

This assessment task will provide you with opportunity to develop skills and competency in using, interpreting, and communicating scientific information; understanding and appreciating public health nutrition concepts, and skills in group education and communication. This assessment includes two (2) parts (1A and 1B). Both parts of this assessment must be completed.

For this assessment you will be required to:

- Choose one (1) journal article from a provided list of articles (see link to this list in the ASSESSMENT TILE on Moodle). NOTE: This article will be the basis for completion of both parts of this task.
- Attend and engage in at least two (2) journal club meetings.
 - During one of the meetings you attend, you will 'present' your critique and lead group discussion of your article (Assessment 1A) and definitions (Assessment 1B), and during the second meeting you attend, you will participate in the group discussion ONLY.
 - You will be provided with a template (*Article Critique and Definitions*) to use for completion of this assessment. This template will be available from the ASSESSMENT 1 - RESOURCES section in the ASSESSMENT TILE on Moodle.

General Information about this assessment:

- All journal club meetings will be held online via Zoom, in weeks 4 and 8 of the term.
- The specific days and times for each meeting will be determined following consultation with all students at the start of term.
- Each meeting will be up to 90 minutes duration and each 'presenting' student will have approximately 15 minutes to present/discuss their critique.
- Your completed *Article Critique and Definitions* template should be uploaded to Moodle within 24 hours of your presentation.
- There is no word limit for either part of this assessment.

ASSESSMENT 1A. CRITIQUE OF JOURNAL ARTICLE (no word limit) (10%)

To complete Assessment 1A, you will be required to:

- Conduct a critique of your chosen journal article using the *Article Critique and Definitions* template,
- Lead discussion ('present') of your critique during an online journal club meeting with other students in our group, and
- Participate in discussion of other student critiques during a second online journal club meeting with other students in our group.

ASSESSMENT 1B. DEFINITION OF RESEARCH TERMS AND METHODS (20%)

To complete Assessment 1B, you will be required to:

- Reflect on your understanding of research terminology and methodologies included in your chosen journal article,
- Identify at least four (4) primary terms that you are unfamiliar with and/or do not fully understand,
- Develop a written definition and working example for each of the four (4) primary terms and including at least two (2) secondary terms identified when developing definitions of each primary term (these written definitions will be included on your completed *Article Critique and Definitions* template),
- Briefly discuss these identified terms and explain your definitions with other students during the journal club meeting in which you present your critique, and
- Share a copy of your written definitions (not your critique) with all other students via a group space provided on Moodle.

NOTE: An example of definitions and working examples, and other additional resources will be provided via the ASSESSMENT 1 - RESOURCES section in the ASSESSMENT TILE on Moodle.

Assessment Due Date

The journal club meetings will be held in weeks 4 and 8. During week 2 of term, all students will be consulted to arrange specific days and times within these weeks for each journal club meeting to be held. Your completed Article Critique and Definitions template should be uploaded to Moodle within 24 hours of presentation.

Return Date to Students

Marks for this assessment will be uploaded to the Moodle gradebook two weeks following completion of the last meeting.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria**ASSESSMENT 1A. Critique of Journal Article (10 marks)**

- Completeness of written critique of journal article (all sections of completed) (5 marks).
- Presentation of critique to peers during journal club meeting (confidence in leading discussion/questions, clarity of speech) (2.5 marks).
- Participation in journal club meetings (active participation through questioning and/or contribution of discussion with peers (2.5 marks).

ASSESSMENT 1B. Definition of Research Terms and Methods (20 marks)

Each primary term (5 marks per term):

- Primary term clearly defined, and source(s) of the definition referenced* (2 marks).
- Working definition of primary term provided in laypersons language and relates to public health/health discipline (1 mark).
- At least two (2) secondary terms (identified within the developed definition of each primary term) defined, and sources of these definitions referenced* (2 marks).

NOTE: Detailed marking sheets and criteria will be available in ASSESSMENT 1 - RESOURCES in the ASSESSMENT TILE on Moodle.

* APA or Harvard referencing can be used.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Examine ecological issues of food supply and food policy.
- Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
- Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.
- Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
- Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
- Demonstrate skills in group education for public health nutrition promotion.

Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

2 Food Security and Insecurity in Australia

Assessment Type

Practical and Written Assessment

Task Description

Australia is considered to be a 'food secure' nation however, food insecurity is a public health nutrition issue experienced by more than one million Australians. The COVID19 pandemic has impacted our lives in many ways including our access to food, the availability of food, and the way we use food. These changes have led to an increase in the risk of food insecurity for many Australian population groups.

This assessment task provides you with opportunity to develop your understanding of food insecurity and develop skills in research practices relevant to practice as a public health practitioner (e.g., conducting surveys to collect data, data analysis, reporting and presenting).

This task is a 'term-long' task that includes three parts (2A, 2B and 2C). All assessment parts must be completed. Please

note that each part of this assessment has a different due date.

ASSESSMENT 2A. LITERATURE REVIEW OF FOOD INSECURITY IN AUSTRALIA (30%)

To complete Assessment 2A, you will be required to:

- Develop a literature review of food insecurity in Australia (Word length: 1500 words (excluding references))

Your literature review should provide a critical analysis of what is currently known about food insecurity in Australia and include (at a minimum), critical analysis of evidence related to:

- What is food insecurity?
- What populations/groups in Australia are at-risk and affected by food insecurity?
- The impact of food insecurity on individuals, households, and communities, and
- What is currently being done (services, programs, and/or policies) to address this public health (nutrition) issue.

You may choose to conduct a broad review of evidence OR focus your review on (for example), food insecurity during the COVID-19 pandemic OR food insecurity and older adults (or any other at-risk group) etc.

You should aim to read widely and review as many articles as possible (journal articles and other Government or industry reports) to develop your understanding of the topic. You are required to include at least 15 references from peer-reviewed journal articles.

Prior to embarking on your research, you should review the advice included in [The Great Guide to Study](#) (CQUniversity). Specifically, you may wish to review information about: Locating sources of information; Evaluating sources of information; Developing academic writing skills; and referencing.

ASSESSMENT 2B. COLLECTING DATA, DATA ANALYSIS and REPORTING (20%)

Assessment 2B includes a formative task (Collecting Data) AND summative tasks (Data Analysis and reporting). You must complete all tasks.

COLLECTING DATA:

For this formative task you will be required to:

- Use the survey entitled 'Food Shopping Behaviours and Food-related Activities During the COVID-19 Pandemic' (see link in the ASSESSMENT 2 - RESOURCES section in the ASSESSMENT TILE on Moodle) to collect survey data from at least five (5) friends or family members (adults only), and
- Enter the collected survey data into a group spreadsheet (Google Forms*) by 22nd April 2022 to permit collation of all data from all students enrolled in the unit. *A link to the Google Form will be provided in the ASSESSMENT 2 - RESOURCES section in the ASSESSMENT TILE on Moodle by the end of week 2.

General information about collecting data:

- You will need to use your CQU email address to login to Google Forms to access the spreadsheet.
- It is important that your data collection and entry into the group spreadsheet is completed by the specified due date to ensure all students in our group can complete this part and other parts of the assessment in a timely manner.
- You must notify the Unit Coordinator as soon as possible if you do not believe you will be able to meet the due date for data collection and data entry.
- When all data entry is completed by all students, the group spreadsheet will be collated and 'cleaned' (fix errors, missing data etc) by the Unit Coordinator.
- This group data set will then be re-released to all students by the end of week 6 to allow all students to conduct analysis of the group data.

DATA ANALYSIS and REPORTING:

For this summative task you will be required to:

- Conduct univariate analysis of the group data (i.e., data collected from all students), and
- Develop a single-page Information Sheet OR Poster that could be used to report to lay persons (members of the general public).

Your Information Sheet or Poster should include:

- Brief background information on the topic
- Aim of your study,
- Methods of data collection

- Methods of data analysis,
- Key results, and a
- Conclusion.

NOTE: The week 7 tutorial will include explanation of the group data set, data analysis, interpretation and reporting required for this task.

ASSESSMENT 2C. PROFESSIONAL COMMUNICATION IN PRACTICE (20%)

This assessment requires you to consider and report to our group, any connections between current evidence for food insecurity in Australia (Assessment 2A) and evidence from our group data related to changes to food shopping behaviours and food-related activities during the COVID-19 pandemic (Assessment 2B).

To complete Assessment 2C, you will be required to:

- Develop and deliver a 15-minute online oral presentation to your fellow students and the Unit Coordinator, and
- Conduct peer-review of at least three (3) other student presentations.

Your oral presentation should include:

- An overview of the topic studied,
- Description of methodology used for data collection and analysis, and key results,
- Discussion of key results in relation to current evidence,
- At least one (1) table (presented in APA table style) outlining results of your analysis of the group data related to food behaviours and activities,
- Possible implications of your study outcomes for food insecurity in Australian population groups,
- Limitations of your study,
- Conclusion, and
- Relevant references.

General information about this task:

- The online oral presentation sessions will be held during week 12.
- Each session will be scheduled for up to 90 minutes with approximately four (4) students scheduled to present during each session.
- All students will be consulted to identify which session they will 'attend'.
- The exact day and time for each session will confirmed during the term.
- The week 10 tutorial will include instructions and tips for developing your oral presentation and conducting peer reviews.

Assessment Due Date

ASSESSMENT 2A: Due 5.00pm 8th April 2022 (end of week 5); ASSESSMENT 2B: Data Collection and entry to be completed by 22nd April, 2022, Information Sheet/Poster due 5.00pm 13th May, 2022; ASSESSMENT 2C: Due week 12.

Return Date to Students

ASSESSMENT 2A: 5.00 pm 29th April, 2022; ASSESSMENT 2B (Information Sheet/Poster): 5.00pm 27th May, 2022; ASSESSMENT 2C: End of term/Release of Grades.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

ASSESSMENT 2A. LITERATURE REVIEW OF FOOD INSECURITY IN AUSTRALIA (30 marks)

Criteria will be based on:

- Quality of writing.
- Competence in addressing all aspects of the task.
- Formulation of arguments, critical analysis, interpretation, and explanation.
- Relevance of discussion.
- Accuracy in use of supporting evidence.

- Organisation of report.

ASSESSMENT 2B. DATA COLLECTION, ANALYSIS AND REPORTING (20 marks)

Criteria will be based on:

- Overall structure and balance between text and visual information (including fluency/flow of ideas).
- Overall design and visual appeal (including images, figures, tables, headings and fonts).
- Clarity and relevance of messages/statements.
- Accuracy of data analysis and reporting.
- Accuracy of writing (grammar/spelling) (including use of 'simple' language/no jargon, definitions).

ASSESSMENT 2C. PROFESSIONAL COMMUNICATION IN PRACTICE (20 marks*)

Criteria will be based on:

- Clarity, succinctness and meaning of the introduction, discussion of each slide, methodology used for data collection and analysis, and key results.
- Inclusion and explanation of at least one table of results
- Linkages between key results and information/evidence provided in overview/introduction to topic
- Discussion of limitations of the study
- Confidence and pace of presentation
- Duration and accuracy of presentation and slide content and referencing.

* 50% of marks (i.e., 10 marks) for the Oral Presentation (Assessment 2C) will be contributed by peer review.

NOTE: Detailed marking sheets and criteria and a *Template for Peer Reviews* will be available in the ASSESSMENT 2 - RESOURCES section in the ASSESSMENT TILE on Moodle.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Examine ecological issues of food supply and food policy.
- Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
- Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.
- Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
- Undertake research which illustrates systematic analysis of a current issue in public health nutrition.
- Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
- Demonstrate skills in group education for public health nutrition promotion.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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