



NUTR13001 *Public Health Nutrition*

Term 1 - 2023

Profile information current as at 27/04/2024 03:40 am

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 - 2023

- 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 Unit Evaluations

Feedback

Unit content was delivered in a manner that created connections with real-world applications.

Recommendation

The manner of delivering learning content and providing explicit examples of how learning is relevant and can be applied in practice, will be maintained.

Feedback from Unit Coordinator reflection

Feedback

In comparison to 2021, the changes made to the Practical and Written assessment task in 2022 (in response to the COVID 19 pandemic), did not adequately promote student engagement and understanding of public health nutrition issues facing Australians.

Recommendation

The Practical and Written Assessment task implemented in 2021 should be reconsidered for implementation in 2023 if social restrictions and lockdowns related to COVID19 are no longer of relevance.

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



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

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Concepts, Perspectives and Policies		Tutorial: Introductions & Orientation & Assessment Tasks 2023

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Issues and Epidemiology		Tutorial: Week 1 Learning Activities + Critiquing and Annotating Journal Articles Assessment task 2, Part 1: Complete reading and annotations of journal articles by the end of this week

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Principles, Theories and Frameworks		Tutorial: Week 2 Learning Activities + Reviewing Literature and Developing Research Questions

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Public Health Nutrition - Assessment and Monitoring

Tutorial: Week 3 Learning Activities + Q&A for Assessment Tasks
Assessment task 1, Part 1: Critique of Journal Article should be completed by the end of this week

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Food Environments and Public Health Nutrition Interventions		Tutorial: Week 4 Learning Activities + Q&A for Assessment Tasks Assessment task 1, Part 2: Upload completed Article Critique and Definitions template to Group Discussion forum on Moodle by Thursday 6th April Assessment task 2, Part 3: Complete data collection and collation in group data set by the end of this week

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Data Collection, Analysis and Interpretation		Tutorial: Group Data Set and Data Analysis for Assessment Task 2 Assessment task 2, Part 2: Literature review should be completed by end of this week Assessment task 2, Part 4: Complete data collection and collation in group data set by the end of this week Assessment task 2, Part 5: Develop your research question by the end of this week

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Food and Health Literacy and Community Education		Tutorial: Week 6 Learning Activities + Data Analysis and Interpretation, and Reporting Assessment task 1, Part 3: Group discussions to be completed by the end of this week

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Telehealth, eHealth and mHealth in Public Health Nutrition		Tutorial: Week 7 Learning Activities Assessment task 2, Part 6: Analysis of group data set should be completed by the end of this week Understanding Evidence and Research in Public Health Nutrition Due: Week 8 Friday (5 May 2023) 5:00 pm AEST

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Public Health Nutrition		Tutorial: Week 8 Learning Activities Draft of final report must be submitted by the end of this week if you choose to have draft reviewed.

Week 10 - 15 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Future Perspectives		Tutorial: Week 9 Learning Activities + Preparation for Oral presentations
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Review and Writing Week		Assessment Tasks Q&A Food Costs and Affordability in Our Communities Due: Week 11 Friday (26 May 2023) 5:00 pm AEST
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Oral Presentation Week		No tutorial this week
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Your Unit Coordinator and Lecturer this term is: Anna Vassallo. She can be contacted via the Moodle site or via email; a.vassallo@cqu.edu.au (CQUniversity, Bundaberg).

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 pre-recorded lectures and prescribed weekly learning activities that will be explored and discussed during weekly online tutorials. All tutorials will be held via Zoom and recorded so that students who are unable to attend 'live' can review at a time convenient to them.

Students are strongly encouraged to engage with the learning activities and assessment tasks in a consistent manner across all weeks of the term to ensure timely completion of the summative assessment tasks. Recommended days/dates for completion of subtasks of each assessment task are included in the Schedule in this Unit Profile.

Students are also encouraged to regularly use online discussion forums in Moodle to pose questions and converse with the unit coordinator and other students enrolled in the unit.

Assessment Tasks

1 Understanding Evidence and Research in Public Health Nutrition

Assessment Type

Group Work

Task Description

This task provides you with the opportunity to objectively review and discuss research related to Public Health Nutrition

and enhance your ability to use and communicate evidence in practice. This task aims to develop your skills and competency in using, interpreting, and communicating scientific information, understanding and appreciation of public health nutrition concepts, and skills in online communication.

TASK DETAILS

This Group Work assessment task includes three parts, and all parts must be completed:

Part 1: CRITIQUE OF JOURNAL ARTICLE (5 marks)

For this part, each student will:

- Choose one (1) article from a list of journal articles (see the list in Assessment tile on Moodle), and
- Conduct a critique of the chosen journal article by:
 - Reading the journal article (probably several times) and conducting a critique against criteria included in the Article Critique & Definitions Template (see the template in the Assessment tile on Moodle), and
 - Documenting responses to each element of the critique on the template provided.

NOTE: To promote a breadth of reading, no two students may choose the same journal article to critique. The final choice for any journal article will be based on a 'first in - first served' basis hence, once you have chosen your article you should communicate your choice to all other students via the '*Choice*' activity in the Assessment Tile on Moodle.

Part 2: IDENTIFY AND DEVELOP DEFINITIONS OF UNFAMILIAR RESEARCH TERMS, METHODS, AND METHODOLOGIES (15 marks)

For this part, each student will:

- Reflect on their reading and understanding of their chosen journal article (from Part 1 above) and identify three (3) primary terms that are unfamiliar or not fully understood,
- Develop a written definition and working example for each of these three (3) primary terms,
- Develop a written definition of two (2) secondary terms identified when developing definitions of each primary term (See resource 'How to create definitions' in the Assessment tile on Moodle).

Part 3: GROUP DISCUSSION OF JOURNAL ARTICLES AND RESEARCH TERMS AND METHODS/METHODOLOGIES (10 marks).

For this part, you will need to:

1. Upload your completed Article Critique and Definitions to the Group Discussion forum on Moodle (see link in the Assessment tab or Assessment tile) to enable group discussions of the journal articles (see below).
2. Choose two (2) critiques and associated journal articles uploaded by other students (in step 1 above) to read and review comprehensively.
3. For each of these two critiques/journal articles, create and post a 'Reply' that provides an in-depth discussion of an element of the article and/or completed critique that you found interesting and/or that contrasts with your thoughts/understanding of the article. NOTE: This discussion should include links to additional resources and/or sources of information that support your thoughts/ideas etc. and references must be included.
4. Post at least four (4) additional replies that expand on the initial discussions of journal articles created by other students (in step 3 above) which moves the discussion in a new and/or provocative direction.

NOTES: When uploading your Article Critique and Definitions to the Group Discussion forum, you should 'Add a new discussion topic' to allow other students to post a 'Reply' for subsequent discussion of each article. For all group discussions, references must be included when additional research or sources are referred to in contributions. There are no word limits to any of the contributions.

Assessment Due Date

Week 8 Friday (5 May 2023) 5:00 pm AEST

You will upload a single file that includes your completed critique and definitions (Part 1 & 2) and copies of all Group Discussion forum posts and replies (Part 3).

Return Date to Students

Week 10 Friday (19 May 2023)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Part 1: Critique of Journal Article (Completeness of all sections of critique) **(5 marks)**

Part 2: Definitions (15 marks):

Each primary term (5 marks per term) is broken down as follows:

- Primary term clearly defined, and source(s) of the definition referenced (2 marks per primary term).
- Working definition of primary term provided in layperson's 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 (1 mark each).

Part 3: Group discussion (10 marks)

Contributions to the discussion of each of the two (2) articles and critiques will be marked according to how well your contributions demonstrate:

- Evidence of exploration of research and topics addressed in journal articles (2 marks),
- Active participation with demonstrated connections to public health nutrition topics (1 mark),
- Writing skills and independent thought (1 mark), and
- Use of appropriate and relevant references/sources (1 mark).

NOTE: A complete marking rubric available 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.
- Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
- Demonstrate skills in group education for public health nutrition promotion.

2 Food Costs and Affordability in Our Communities

Assessment Type

Practical and Written Assessment

Task Description

The affordability of our diets is determined by the cost of foods that make up our diets and by the cost of our diets relative to our incomes. Food costs and affordability have been challenged in recent years by COVID-19 pandemic, the war in Ukraine and the many severe weather events that we have occurred across Australia. Monitoring the cost and affordability of a healthy diet can provide information to help improve people's economic access to a healthy diet. This Practical and Written assessment task requires your engagement in formative and summative activities to develop your understanding and appreciation of public health nutrition issues in context with a specific focus on conducting research on your community and food costs and affordability in different regions of Australia. This term-long assessment task includes eight (8) parts. This includes six (6) instructive tasks designed to step you through a research process and which build toward the completion of two (2) summative tasks that you will submit for assessment. You should complete each of the parts (instructive and summative) in your own time BUT your collection of data and entry of this data into a shared group datasheet (Parts 3 & 4) need to be completed according to the dates outlined below, to ensure that all students in our group can complete all tasks in a timely manner.

TASK DETAILS:

Instructive tasks:

Part 1: Read and annotate five (5) journal articles as background information to the topic. Links to these journal articles are included in the Assessment Guide which is available in the *Assessment tile* on Moodle.

Part 2: Conduct a literature review of food security and food costs and affordability in Australia.

This part aims to develop your understanding of the topic by conducting research and a thorough but focussed review of current literature related to food costs and affordability and healthy and unhealthy diets in Australia. This research and review of literature will contribute to the background information/introduction section of your final written report and oral presentation (Parts 7 and 8). You should aim to review as many resources as possible (journal manuscripts and other Government or industry reports) to develop your understanding of the topic. You will be required to include at least 10 references from peer-reviewed journal articles to support the introduction/background information included in your written final report and oral presentations (Parts 7 and 8).

Part 3: Collect data of the cost of healthy and unhealthy diets in your community and contribute this data to a group data set.

For this part, each student will collect data on food costs in their own community (i.e., where you live) using the Healthy Diets Australian Standardised Affordability and Pricing (ASAP) methods protocol and survey tool (see the link to the survey tool in the *Assessment tile* on Moodle) and complete one (1) survey of each of three (3) 'stores' in your community (a total of 3 surveys per student). This will include:

- One (1) major supermarket (e.g., Coles or Woolworths)
- One (1) independent supermarket (e.g., Foodstore, IGA, or others), AND
- One (1) online store (including details of whether online delivery is available in your community/living location or not. If you do not have online services available, you should still collect this data from an online supermarket (of any type i.e., major, or independent) and note in the datasheet that delivery is not available in your community, and
- Take-away food outlets (as available in your community) including Pizza Hut™, McDonald's™, a fish and chips outlet and an independent bakery.

Part 4: Collect data on the community's characteristics of the people who live in YOUR local government area using the ABS website and choose a community group that is likely to be at-risk of food insecurity, for focusing your study.

This task aims to support the exploration of current Australian Bureau of Statistics (ABS) Census data on the characteristics of the community in which each student lives and how these characteristics may influence the risk of food insecurity. This activity will help to develop an understanding of the characteristics (socioeconomic, demographic, etc.) differences between our various living locations.

A complete list of characteristics and links to the ABS 2021 Census data are provided in the Assessment Guide which is available in the *Assessment tile* on Moodle.

Part 5: Develop a research question to guide your data analysis and reporting of study outcomes.

Before you begin writing your introduction/background section and conducting analysis of the group data, you will need to formulate a study/research question that you will aim to 'answer' through analysis of the data. Following completion of tasks 2 (Literature review), 3 (data on cost of healthy and unhealthy diets) and 4 (data on community characteristics) you should have developed a good understanding and overall appreciation for the topic and your community. This understanding will help you to formulate a research question that will guide the flow of ideas in your introduction and subsequent data analysis and discussion of results in your final written report. The week 3 tutorial will provide additional instructions for developing research questions.

Part 6: Conduct descriptive analysis of collated group data on community characteristics and the cost of healthy and unhealthy diets.

You will be required to conduct univariate analysis of our group data using Microsoft Excel. Your analysis will include calculation of total costs and average costs (across different sites e.g., metropolitan, regional, rural) of all food items included in the Healthy Foods ASAP survey (healthy and unhealthy diets) and each food group and discretionary foods. Once you have completed your analysis of data across all sites, you will be required to document your results and consider these results in relation to your chosen at-risk community group. Your analysis in relation to your at-risk group may include (as an example) the average price of healthy and unhealthy diets across all supermarkets and sites and/or differences between major, minor, and online stores and/or, differences between geographical locations and/or, affordability as a percentage of income (for your at-risk community group).

Summative tasks:

Part 7: Develop a final evidence-based report about food access and affordability of healthy and unhealthy diets in your community (approximately 2000 words (+/-10%).

This report will be informed by your learning and outcomes from the formative tasks above (Part 1, Part 2, Part 3, Part 4, Part 5, Part 6 above). This task involves development of a final report that provides a written account of your study of food security for an at-risk group in Australia. Your report should look and read like a journal article but be slightly briefer at only 2000 words (approximately). Your final report should:

- Identify, evaluate, and synthesise relevant literature related to food access and affordability in Australia and your at-risk group,
- Describe the methodology used to collect your data and analyse the group data collected on food costs and availability,
- Outline key results from your data analysis, and
- Discuss your results in relation to current literature and evidence (i.e., evidence from your literature review) and likely implications of the results for your at-risk group/community.

Your report should include sections for each of the following (including approximate word length):

1. An introduction (background information from initial research and review of related literature) and your study question (Your research question should be clearly stated in the last paragraph of your introduction) (600-700 words),

2. A description of the methods used to collect and analyse your food costs and availability data (Healthy Diets ASAP survey) (300-400 words)
3. Results from analysis of group data on food costs and availability (including at least one table of data that is supported in your outline of results) (200-300 words), and
4. Discussion of your results in relation to evidence included in your introduction and implications for your at-risk group (500-600 words)
5. A conclusion that aligns with your discussion, draws main conclusions from the results and discussion and provides a future viewpoint for your at-risk group (200 words).

Your written report should include (at a minimum):

- one (1) table (presented in APA table style - see Week 9 tutorial) and reflects the results of your data analysis,
- 10 references from peer-reviewed journal articles. NOTE: Tabled information and references are not included in total word count.

Part 8: Develop and deliver an oral presentation (10 minutes) presented to your peers to demonstrate your insight into food access and affordability of healthy and unhealthy diets in your community (20 marks).

For this task you are required to develop and deliver a ten (10) minute online oral presentation to your peers to provide insight into food security, and access and affordability issues affecting Australian communities. You will draw content for your presentation from your written report and deliver your presentation to your group during an online Zoom session. Your presentation should include PowerPoint slides (maximum of 12) and follow the general format of your written report. All other students attending the session are encouraged to ask questions and provide general feedback on the presentation. Five (5) minutes will be allocated at the end of each presentation to allow for these comments and questions and answers.

A tutorial will be held in week 10 to provide instructions and tips for developing your Oral Presentation and conducting your peer reviews.

COMPLETE DETAILS OF EACH OF THE FOLLOWING TASKS ARE INCLUDED IN THE ASSESSMENT GUIDE (See link in Assessment tile on Moodle)

Assessment Due Date

Week 11 Friday (26 May 2023) 5:00 pm AEST

Recommended and required completion dates for each of the Instructive tasks are included in the Schedule. Your final report (Task 2.7) is due for submission for marking by 5.00pm on Friday 19th May. Oral Presentations (Summative task 2.8) will be conducted via Zoom during week 12. The specific days and times for these presentations will be determined during the term following consultation with enrolled students.

Return Date to Students

Week 12 Friday (2 June 2023)

Marking of all submissions will be completed within two weeks of submission.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

For the WRITTEN REPORT (50 marks) marking criteria are 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.

NOTE: A detailed marking rubric for the Written Report will be provided in the *Assessment tile* on Moodle.

For the ORAL PRESENTATION (20 marks) criteria will be based on:

- Background information.
- Confidence and competence in delivery of presentation.
- Clarity and flow of presentation.
- Body language, diction, and pace of presentation.
- Content and organisation of slides.
- Engagement with content of presentation.

NOTE: 50% of marks (i.e., 10 marks) for the Oral Presentation will be contributed by peer review. A template for the peer reviews, will be available 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.

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