NUTR28001 *Food and Nutrition Services in Practice*
Term 2 - 2026

Profile information current as at 12/11/2026 10:46 am

All details in this unit profile for NUTR28001 have been officially approved by CQUniversity 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
In this unit, you will learn advanced concepts associated with food and nutrition services and explore the issues, skills and current knowledge of food preparation and production in nutrition services. This includes exploring and evaluating food preparation and production, quality and safety control, legislation and regulation policies, and management theories that underpin food service in nutrition settings. During residential schools in Rockhampton you will apply the principles of food science and food production methods in the preparation of food products that meet the nutritional and cultural needs of diverse populations.

Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Pre-requisite: Enrolment into CL88 OR enrolment with completion of 120 cp into one of CG93 Pre-Dietetics or Clinical Nutrition or Food Technology majors, CM60 Clinical Nutrition or Food Technology majors, or CM61.
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 2 - 2026
- Mixed Mode
- 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 Postgraduate 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. Written Assessment (Written Assessment)
Weighting: 30%
2. Case Study (Case Study)
Weighting: 20%
3. Practical assessment (Practical Assessment)
Weighting: 20%
4. Online test (Online Test)
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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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 SUTE unit comments, Unit Coordinator reflection and informal feedback received from students.

Feedback
Continue with engaging learning content including the weekly Moodle learning booklet.

Recommendation
Continue with engaging learning content including updating the weekly Moodle learning booklet with current references and content.

Feedback from Dietetics discipline lead and teaching staff.

Feedback
Review learning contents to align with dietetic accreditation requirements relating to food systems.

Recommendation
Consider updating the unit content to allow appropriate scaffolding to specific dietetic competencies.

Unit Learning Outcomes

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

1. Evaluate food preparation and production methods used in nutrition practice.
2. Apply food service management theory and practice across nutrition settings.
3. Appraise legislation, regulation policies and guidelines that underpin food services in nutrition settings.
4. Evaluate the safety, quality and cultural appropriateness of food services provided across a range of settings.
5. Apply principles of food science and food production methods in the preparation of food products that meet the nutritional and cultural needs of diverse populations.

Learning outcomes of this unit are linked to the following domains of the 2021 Dietitians Australia (DA) National Competency Standards for Dietitians in Australia:

- Domain 1: Professional Practice
- Domain 2: Expert Practice
- Domain 4: Collaborative Practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 30%	•			•	
2 - Case Study - 20%		•	•		
3 - Practical Assessment - 20%					•
4 - Online Test - 30%	•		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge			◦		◦
2 - Communication	◦	◦	◦	◦	
3 - Cognitive, technical and creative skills	◦	◦	◦	◦	◦
4 - Research		◦	◦		
5 - Self-management					
6 - Ethical and Professional Responsibility		◦		◦	◦
7 - Leadership					
8 - First Nations Knowledges					

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 style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Anna Vassallo Unit Coordinator
a.vassallo@cqu.edu.au

Schedule

Week 1 - 13 Jul 2026

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to food service management.	Online reading material available on the unit Moodle page	Tutorial: discussion of Unit Learning Outcomes, Assessment tasks and unit overall (online Zoom session, details will be provided on the unit Moodle page).

Week 2 - 20 Jul 2026

Module/Topic	Chapter	Events and Submissions/Topic
Food service production methods	Online reading material available on the unit Moodle page	Tutorial: discussion of week 1 learning activities (online Zoom session, details will be provided on the unit Moodle page)

Week 3 - 27 Jul 2026

Module/Topic	Chapter	Events and Submissions/Topic
Food and nutrition services	Online reading material available on the unit Moodle page	Tutorial: discussion of week 2 learning activities (online Zoom session, details will be provided on the unit Moodle page)

Week 4 - 03 Aug 2026

Module/Topic	Chapter	Events and Submissions/Topic
Food waste	Online reading material available on the unit Moodle page	Tutorial: discussion of week 3 learning activities (online Zoom session, details will be provided on the unit Moodle page). Discussion of Assessment 1 requirements.

Week 5 - 10 Aug 2026

Module/Topic	Chapter	Events and Submissions/Topic

Food services and customer requirements	Online reading material available on the unit Moodle page	Tutorial: discussion of week 4 learning activities (online Zoom session, details will be provided on the unit Moodle page)
Week 6 - 17 Aug 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Food service policy and legislation	Online reading material available on the unit Moodle page	Tutorial: discussion of week 5 learning activities (online Zoom session, details will be provided on the unit Moodle page) Assessment 1 due: Monday 5pm (AEST) Written Assessment Due: Week 6 Monday (17 Aug 2026) 5:00 pm AEST
Vacation Week - 24 Aug 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 31 Aug 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Food distribution systems	Online reading material available on the unit Moodle page	Tutorial: discussion of week 6 learning activities (online Zoom session, details will be provided on the unit Moodle page). Discussion of Assessment 2 requirements.
Week 8 - 07 Sep 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Food and culture	Online reading material available on the unit Moodle page	Tutorial: discussion of week 7 learning activities (online Zoom session, details will be provided on the unit Moodle page). Discussion of Assessment 3 requirements.
Week 9 - 14 Sep 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Over and Under Nutrition	Online reading material available on the unit Moodle page	Tutorial: discussion of week 8 learning activities (online Zoom session, details will be provided on the unit Moodle page)
Week 10 - 21 Sep 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Community food provision	Online reading material available on the unit Moodle page	Tutorial: discussion of week 9 learning activities (online Zoom session, details will be provided on the unit Moodle page) Assessment 2 due: Monday 5pm (AEST) Case Study Due: Week 10 Monday (21 Sept 2026) 5:00 pm AEST
Week 11 - 28 Sep 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Other food provision	Online reading material available on the unit Moodle page	Tutorial: discussion of week 10 learning activities (online Zoom session, details will be provided on the unit Moodle page) Residential school, Thursday and Friday, Rockhampton campus
Week 12 - 05 Oct 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Review week	Online reading material available on the unit Moodle page	Tutorial: discussion of week 11 and 12 learning activities (online Zoom session, details will be provided on the unit Moodle page) Assessment 3: Due Friday 5pm Assessment 4: opens Thursday 5pm, closes Friday 5pm (AEST) Practical assessment Due: Week 12 Friday (9 Oct 2026) 5:00 pm AEST

Term Specific Information

Your Unit Coordinator this term is Anna Vassallo. Anna can be contacted via the Unit Moodle forum or via email (a.vassallo@cqu.edu.au).
The Unit and Learning Content:
The learning materials for each week are located within the weekly tiles on Moodle. The following information and links will be provided for each week:

- Weekly learning materials, activities and additional reading resources
- Weekly Online tutorial(s)

Tutorial Sessions:
Throughout the term (weeks 1-11), Zoom tutorial sessions will be held online only. The day and time of these weekly tutorials will be advised on the unit Moodle site. Week 1 tutorial will be an introduction to the unit. The following weekly tutorials will provide you with an opportunity to ask questions relevant to learning outcomes, assessment tasks or weekly learning content, and to revise weekly learning activities. All Zoom tutorial sessions will be recorded to enable all students to view the content if they are unable to attend the live tutorial. If you have never used Zoom before, please review the Zoom information provided in the Moodle Help for Students in the Support block on Moodle.
Unit Assessment Guide:
The Unit Assessment Guide has been developed to provide a comprehensive overview of the assessment tasks for the unit. This guide is available under the Assessment tile in the unit Moodle site.
Please note that the activities included in the Learning Guide will be discussed in the following week's tutorial.
Residential School:
This unit includes a mandatory TWO -day residential school which is associated with Assessment 3, Practical Assessment. The residential school will be held in Week 11 (1st and 2nd October) at the Rockhampton campus. More information will be provided on the unit Moodle page.

Student Communications:
Discussion of topics is integral to understanding and communicating the depth and breadth of nutrition issues in different populations. Open discussion is important. However, it is expected that you will ALWAYS weigh up the evidence (from reputable sources only), and respect the right of every student to have an opinion, even if it differs from your own. Please respect your fellow peers and always maintain a polite, respectful dialogue, and communicate in a professional manner at all times.
Throughout the term, all NON-PERSONAL communications between students and the Unit Coordinators (for example, questions relating to assessment tasks, due dates, learning activities etc.) must be conducted via the relevant forums in the unit Moodle site. Any PERSONAL communications (personal illness, life events) should be held with the Unit Coordinators via email or telephone. All emails must include your name, contact details, the unit code and a brief message that clearly outlines your question/communication.
All requests for extensions on assessment task due dates must be made via the Assessment Extension Request (AER) system in Moodle

Assessment Tasks

1 Written Assessment

Assessment Title
Written Assessment

Task Description
Identify a family member or friend who has spent at least 1 (one) day in a care facility and received at least two main meals at the facility within the last 5 years, who is willing to participate in an interview about the food they consumed

while at the facility. Care facilities can be hospitals, aged care homes, nursing home and live-in rehabilitation centres. Please contact the unit coordinator for assistance if you are having difficulty identifying someone to interview.
Conduct an interview, either in person, over the phone, or using web conferencing, and ask pre-prepared questions. A list of suggested questions is included on the following page. You should also be prepared to ask additional questions to get a greater level of detail if deemed appropriate. You will be required to record the audio of the interview and upload to YouTube (unlisted) for submission.
You will need to determine the type of food production method used (cook-chill, cook-freeze or cook- fresh) at the care facility that your interviewee attended. This can often be found on the care facilities internet page. In some instances, a phone call to the facility to seek this information may be required.
Conduct research, using scientific and grey literature in relation to the type of food production method that your interviewee's care facility used. You will need to establish the key advantages and limitations associated with the specified food production method. You will also need to investigate the other two types of food production methods also using the scientific literature to allow a comparison of the different types of methods.
You are then to compile the information gathered from your research about food production methods and the responses from your interviewee to produce a magazine article. The magazine article needs to be written using engaging scientific language. The magazine article is for the intended inclusion in a highly reputable scientific magazine, for a professional audience.
The report should include the following:

- A cover page that includes your name, student number, assessment title, unit code, unit coordinator's name, home course and wordcount. If you have received an extension, include the extension date.
- Introduction: Introduce the main themes covered in your article as well as your interviewee and the food production method used at the associated care facility.
- Explore the food production method from your interviewee's care facility including a discussion of the associated advantages and limitations using the literature. You should also consider the perspective of the facility (those making and serving the food) and the person receiving the food when discussing the food production methods. Where relevant, incorporate your interviewees responses as anecdotal evidence.
- Explore the other two food production methods in comparison to the food production method used by your interviewees care facility. Discuss the advantages and limitations of these food production methods.
- Summarise the key characteristics of an ideal food production method with justification.

Level of Gen AI use allowed:
Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date
Week 6 Monday (17 Aug 2026) 5:00 pm AEST

Return Date to Students
Week 8 Monday (7 Sept 2026)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
Rubric categories are as follows;

- Introduction of topic and themes covered in the magazine article
- Background relating to the food production method used at the care facility of the interviewee
- Food production method used at interviewee's care facility, including advantages and limitations of method
- Exploration and comparison of all food production methods.
- Exploration of how the care facility accommodated cultural and food preferences
- Integration of interviewee's experience at the care facility in relation to food provision with the literature
- Summary of an ideal food production method for a care facility
- Formatting
- Written expression
- Referencing and Appendix

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Evaluate food preparation and production methods used in nutrition practice.
- Evaluate the safety, quality and cultural appropriateness of food services provided across a range of settings.

2 Case Study

Assessment Title
Case Study

Task Description
You are the manager of the food service department of a 100-room low-care aged care facility in a rural location that provides long-term residential care for people over the age of 65years. You are passionate about providing the residents with foods that they are likely to consider to be culturally acceptable, flavoursome, without compromising nutrition. You are also mindful of the facility's budgetary constraints and that the facility does not want to extend the food budget without very good reason.
There has been very little change to the meals that are provided to residents over the last 10 years. The facility's General Practitioner (GP) has reported increasing rates of unintentional weight gain in many residents, alongside declining muscle mass, reduced strength, and poor appetite in others. You and your team would like to contribute to providing better meals and snack options for the residents.
You have been asked by the facility's manager to provide a report outlining the changes you propose to improve the suitability of the menu. You have decided to choose one of the standard days from the current set menu and propose (with justification) the changes you would like to make to the foods provided, based on the general needs and demographics of current residents.

Use the following 1 day meal plan from the standard set menu and the demographic profile of the residents living in the aged care facility below;

1-day meal plan from the standard set menu
Breakfast: 2 slices of white bread with butter and jam, 1 small glass of apple juice, black tea
Morning Tea: Plain sweet biscuit, black tea/coffee
Lunch: Small bowl of pumpkin soup, white bread roll with butter, jelly cup, water
Afternoon Tea: Shortbread biscuit, cordial
Dinner: Small serve of spaghetti with a tomato-based sauce (minimal mince), small garden salad, garlic bread, 2 small scoops ice-cream
Supper: Tea only
Current general demographic of the 100 residents living in the low-care facility
- Average age: 79 years of age. Many residents are living with early frailty, sarcopenia, osteoporosis, constipation, and mild cognitive decline. Around 25% are at risk of malnutrition, and 30% have swallowing difficulties requiring some level of texture modification. Most remain independently mobile with aids.
- Gender distribution: 65% female, 35% male
- Religion and cultural background of residents: 30% Christian, 20% Hindu, 15% Muslim, 15% Buddhist, 10% Greek Orthodox, 10% no religion stated
- Current food budget allocation is $14 per resident per day.

This task will require you to use the following internet web-based databases.
- Australian Dietary Guidelines https://www.eatforhealth.gov.au/guidelines/guidelines
- The Australian Food Composition Database https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx
- Coles online or Woolworths online https://shop.coles.com.au/a/national/everything/search/coles%20online https://www.woolworths.com.au/
- The Food Safety standards (Australian) https://www.foodstandards.gov.au/food-standards-code/legislation

Suggested approach to gather the information required for this task
1. Use an online supermarket internet site to determine the cost of the 1-day meal plan. Use standard supermarket home-brand items where possible. Assume food is purchased in bulk and calculate an approximate per-resident daily cost.
2. Use the Australian Food Composition Database to determine the energy, macronutrient and key micronutrient content (particularly calcium, fibre and iron) of the 1-day meal plan
3. Use the Australian Dietary Guidelines, to assess the appropriateness of the 1-day meal plan against the recommended number of serves for each of the food groups and discretionary foods.
4. Assess the likely cultural and religious appropriateness of the meal plan, considering food choices, preparation methods, fasting practices, and vegetarian dietary patterns where relevant.
5. Consider how your proposed menu could be adapted to align with the International Dysphagia Diet Standardisation Initiative framework.
6. Develop an alternative standard menu suitable for the majority of residents, including modifications or alternatives for cultural and texture-modified requirements. Repeat steps 1, 2, 3, 4 and 5 for this alternative standard menu.
7. Investigate the considerations between food service in a rural area versus a metropolitan area.

The 1200-word report should include the following;
- An introduction to the facility's residents, and the priorities and considerations relevant to menu planning in this setting
- A description and exploration of the appropriateness of the 1-day meal plan from the set menu, with consideration of the residents' likely needs

- The proposed changes to the set menu with justification in relation to the facility's demographic profile, The Australian Dietary Guidelines and the facility's budgetary constraints
- How the proposed changes will comply with the Australian Food Safety standards (choose at least two requirements for discussion, Chapter 3 of the FSANZ Food Standards Code)
- Describe how your proposed 1-day meal plan has considered that the facility is placed in a rural area. This will require a brief description of how rural facilities differ from a metropolitan facility, especially in relation to food service
- A strong conclusion summarising why the management team should consider your proposed 1-day menu plan
- Referencing, both in-text citations and a reference list is required (APA7)
- Please note: Calculations are needed to be shown when determining the nutritional composition of the current 1-day meal plan from the set menu and the proposed 1-day meal plan. You will also need to clearly describe the suggested proposed menu. These may be placed in the Appendix. Appendices and reference lists are not included in the word count.

Level of Gen AI use allowed:
Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date
Week 10 Monday (21 Sept 2026) 5:00 pm AEST

Return Date to Students
Week 12 Monday (5 Oct 2026)

Weighting
20%

Minimum mark or grade
50%

Assessment Criteria
Marking rubric will be split into 2 sections and multiple categories.
Section 1. Template
Categories:
- Food considerations provided in relation to residents' demographic profile, religion and culture
- Proposed 1-day meal plan to accommodate case study's food preferences and requirements
- Energy, macronutrient and nutrient requirements of case study compared to current 1-day meal plan and proposed 1-day meal plan
- Comparison of current menu plan and proposed menu plan to the Australian dietary guidelines and food group recommendations
- Cost of current versus proposed 1-day meal plan

Section 2. Written report
Categories:
- Introduction of the topic and key themes
- Issues with the current 1-day menu in relation to the case study and suggested changes with justification
- How proposed changes comply with food safety standards (at least 2)
- How the proposed 1-day menu has considered that the facility is placed in a rural area
- Conclusion - Summary of key points
- Formatting
- Written expression
- Referencing

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed
- Apply food service management theory and practice across nutrition settings.
- Appraise legislation, regulation policies and guidelines that underpin food services in nutrition settings.

3 Practical Assessment

Assessment Title
Practical assessment

Task Description
You are required to attend a two-day practical session (residential school), on Week 11 Thursday and Friday at the

Rockhampton campus. This assessment task involves participating in activities from a workbook and a written report of the results obtained from the residential school for submission,1 week after the completion of the residential school.

2) Laboratory Workbook (Marked assessment task):
The workbook will contain tasks for your residential school. Some of these tasks can be completed during your residential school and some will require further research to be completed. You will have one (1) week from your residential school to submit your completed laboratory workbook (due, Week 12 Friday at 5pm AEST).
Level of GenAI use allowed:
Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge. The 72-hour grace period does not apply to this assessment.

Assessment Due Date
Week 12 Friday (9 Oct 2026) 5:00 pm AEST

Return Date to Students
Exam Week Friday (16 Oct 2026)

Weighting
20%

Minimum mark or grade
50%

Assessment Criteria
Details of the assessment requirements for the activities from the residential school will be provided on the unit Moodle page.

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline Online

Learning Outcomes Assessed
- Apply principles of food science and food production methods in the preparation of food products that meet the nutritional and cultural needs of diverse populations.

4 Online Test

Assessment Title
Online test

Task Description
The end of term Online Test will cover unit content from all weeks (weeks 1 to 12) and will consist of two parts:
- Part A will include short answer questions on weekly content.
- Part B will include several case studies and you will be required to answer questions relevant to those case studies.

Your test is to be presented in your own words and not a result of collaboration with other students. Any identified cases of potential collusion will result in a breach of academic integrity case being raised.
Level of GenAI use allowed:
Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge. The 72-hour grace period does not apply to this assessment.

Assessment Due Date
The End of Term Online Test opens Week 12 Thursday 8 October at 5:00pm AEST and closes Friday 9 October at 5:00pm AEST. Please refer to your unit Moodle page for further information.

Return Date to Students
Marks will be released upon Certification of Grades

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
- You will have one (1) attempt at this assessment. You will be allowed 120 minutes (2 hours) to complete the assessment.
- The End of Term Online Test consists of two parts – A and B.
- Part A is worth forty (40) marks and consists of TWENTY (20) questions.

- Part B is worth eighty (80) marks and consists of questions related to four (4) case studies.
  - There are four (4) case studies, each of which is worth a total of twenty (20) marks. Each case study will have multiple questions associated with it, which must be answered within the context of the specific case study.
  - All case studies and relevant questions must be completed.

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed
- Evaluate food preparation and production methods used in nutrition practice.
- Appraise legislation, regulation policies and guidelines that underpin food services in nutrition settings.
- Evaluate the safety, quality and cultural appropriateness of food services provided across a range of settings.

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