



# NUTR12001 *Human Nutrition*

## Term 1 - 2024

Profile information current as at 19/05/2024 05:41 am

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

## General Information

### Overview

This unit will introduce students to the role of food, nutrients and dietary constituents in human health and disease. Your learning will encompass the range of ecological, physiological, and behavioural factors that influence food composition and human food intakes and behaviours. You will learn about the food and nutrition requirements of different individuals and population groups. You will develop an understanding of scientific evidence that underpins dietary requirements and recommendations and skills to identify dietary misinformation.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

### Offerings For Term 1 - 2024

- Online
- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Online Quiz(zes)**

Weighting: 40%

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

Weighting: 30%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from SUTE Qualitative comments

**Feedback**

Students noted that having a nutrition glossary of terms would assist in understanding the content, particularly for those who have not come from a health background.

**Recommendation**

Consider adding a discussion forum or a glossary of terms document on Moodle whereby students can add terms that they are unfamiliar, with a working definition, that is checked by the facilitator.

#### Feedback from Unit Coordinator and Discipline Lead self-reflection

**Feedback**

Consider revising long lecture recordings and providing shorter lectures with a more concise delivery structure.

**Recommendation**

The unit's weekly content delivery will be reviewed and changes to structure may be applied if needed.

## Unit Learning Outcomes

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

1. Discuss food composition, nutrients, and dietary requirements and recommendations
2. Describe the ecological factors influencing food composition and nutrient intakes and behaviours
3. Describe the physiological factors influencing food and nutrient intakes and behaviours
4. Relate food and nutrient intakes to common nutrition-related diseases in Australia.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%		•	•	
2 - Online Quiz(zes) - 40%	•	•	•	•
3 - Written Assessment - 30%	•			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

NUTR12001

#### Prescribed

##### Understanding Nutrition

Edition: 5th (2023)

Authors: Eleanor Whitney, Sharon Rady Rolfes, Time Crowe, Adam Walsh

Cengage Learning Australia

Australia

ISBN: 9780170457972

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

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

## Referencing Style

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

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anna Vassallo** Unit Coordinator

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## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Australian Dietary Guidelines	Chapter 1	<b>Tutorial:</b> Introduction to the unit (including explanation of assessment tasks, navigating the unit Moodle site, unit learning outcomes and expectations).

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Food Choices	Chapters 1 and 2	<p><b>Tutorial:</b> Exploration of reasons why people choose particular foods, dietary patterns and behaviours.</p> <p><b>Drop-in session:</b> Day and time to be advised during term.</p>
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### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Dietary Assessment	Chapters 1 and 2	<p><b>Tutorial:</b> The Australian Dietary Guidelines and Nutrient Reference Values (NRVs).</p>

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food composition and food labelling	Chapter 2	<p><b>Tutorial:</b> Food Standards Australia and New Zealand (FSANZ), food labelling and food composition.</p> <p><b>Quiz 1</b> Opens: Week 4 Monday (25 Mar 2024) 9:00 am AEST.</p> <p><b>Drop-in session:</b> Day and time to be advised during term.</p>

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Macronutrients: Carbohydrates and Proteins	Chapters 4 and 6	<p><b>Tutorial:</b> Carbohydrate and protein requirements and how individuals can achieve adequacy.</p> <p><b>Essay - Food choices and behaviours</b> Due: Week 5 Friday (5 Apr 2024) 5:00 pm AEST</p>

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Macronutrients: Fats	Chapter 5	<p><b>Tutorial:</b> Dietary fat requirements and how individuals can achieve adequacy.</p> <p><b>Drop-in session:</b> Day and time to be advised during term.</p>

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Over- and under-consumption of macronutrients	Chapter 8	<p><b>Tutorial:</b> Assessing over- and under-consumption of macronutrients and responsible advice for individuals.</p> <p><b>Quiz 2</b> Opens: Week 7 Monday (22 Apr 2024) 9:00 am AEST.</p>

### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Fluids and alcohol	Chapters 7 (highlight) and 12	<p><b>Tutorial:</b> Fluid requirements, alcohol intakes, and responsible advice for individuals.</p> <p><b>Quiz 1</b> Closes: Week 8 Friday (3 May) 5:00 pm.</p> <p><b>Drop-in session:</b> Day and time to be advised during term.</p>

### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Micronutrients: Vitamins	Chapters 10 and 11	<b>Tutorial:</b> Vitamin requirements (including over- and under-consumption).
<b>Week 10 - 13 May 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Micronutrients: Minerals	Chapters 12 and 13	<b>Tutorial:</b> Mineral requirements and responsible advice for individuals.
<b>Week 11 - 20 May 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>Drop-in session:</b> Day and time to be advised during term.
		<b>Case study and report of dietary analysis</b> Due: Week 11 Friday (24 May 2024) 5:00 pm AEST
<b>Week 12 - 27 May 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review		<b>Tutorial:</b> Overview of key learnings from this unit. <b>Quiz 2</b> Closes: Week 12 Friday (31 May) 5:00 pm.
<b>Review/Exam Week - 03 Jun 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 10 Jun 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Term Specific Information

### UNIT LEARNING CONTENT:

The learning content for this unit is divided into 10 main topics (outlined in the Schedule) which align to the unit learning outcomes. Weekly learning materials can be accessed on the unit Moodle site (see each of the weekly tiles) and include:

- **Reading resources:** textbook pages/chapters and other online sources and resources related to each weekly topic;
- **Learning activities:** resources and practical activities that help you explore key topics and resources and apply your learning to real-world situations and settings;
- **Lectures and associated PowerPoint slides:** pre-recorded mini-'lectures' have been created for core topics and concepts relating to weekly topics and are embedded in a 'Learning Booklet' in each of the weekly tiles on the unit Moodle site.
- **Online tutorials:** held via Zoom (see '*Live tutorials*' link in unit Moodle site) and recorded during the term so that they may be viewed by students who are not able to attend the live tutorials.
- **Drop-in sessions:** these online zoom sessions will be held fortnightly across the term (see listings in the Schedule). These sessions are provided to give students opportunity to ask the Unit Coordinator questions/seek clarification on their learning or assessment tasks. The days and times for each of the sessions will be determined in consultation with students at the commencement of term.

In addition to the information provided in this unit profile, detailed and extended information related to assessment tasks for this unit, are provided in the *Assessment Resources tile* on the unit Moodle site.

### COMMUNICATION:

- **Discussion of nutrition topics** is integral to developing understanding and demonstrating knowledge. During the term, structured and adhoc discussion of topics are encouraged (e.g., if you come across media related to any of the topics that you think would be of value to other students for discussion). In this unit, these discussions are facilitated via online discussion forums and weekly online Zoom tutorials. When you are involved in any discussions, it is expected that you will always act professionally, consider evidence, and always maintain polite dialogue (in both text-based and verbal communications) that shows respect for the opinions and experiences of others (that may be different to yours).
- **Non-personal communication** (e.g., related to assessment task details, issues with Moodle site resources, learning activities etc) must occur via the relevant forums on the unit Moodle site.
- **Assessment extension requests MUST be made via the Assessment Extension Request (AER) system via the unit Moodle site.**
- **Personal communication** (e.g., illness, life events etc) should be held with the Unit Coordinator via email. All emails to the Unit Coordinator should include your name and student number and the unit name or code that you are studying (your Unit Coordinator may be teaching more than one unit and many hundreds of students), and a brief message that clearly states your request or issue.

## Assessment Tasks

### 1 Essay - Food choices and behaviours

#### Assessment Type

Written Assessment

#### Task Description

We decide what to eat, when to eat and even whether to eat for a variety of reasons and our food choices and behaviours influence our health and wellbeing and risk of chronic diseases. For most of us, many of our food choices are based on behavioural and social factors rather than health and wellbeing considerations.

#### Task Details

For this task, you will review a case study (See below) and develop an essay (1200-1500 words) that includes:

- an **introduction** that provides an evidence-based overview of the ecological and physiological factors known to influence food choices and behaviours;
- an **essay body** that identifies and discusses the health risks and factors portrayed in the case study that have influenced food choices and behaviours, and are aligned to evidence included in the introduction; and
- a **conclusion** that outlines suggested changes that the individual in the case should make to their food choices and behaviours, and why.



- a **reference list** that includes at least five (5) scientific/reliable sources. NOTE: either Harvard or APA 7th referencing styles may be used. It is important that your referencing style is accurate and consistent. Please use the [Referencing resource on the University library](#) site for further guidance and examples.

Your essay should be presented as a Word document (NOT a PDF), using size 11 or 12 font, one and one-half OR double line spacing, 2.5 cm margins, and include page numbers and headings/subheadings that guide reading and review of your essay.

Your writing should be clear and concise, logical in the flow of ideas, and free of spelling and grammatical errors. It is expected that you will construct paragraphs that are coherent and organised with all sentences in a paragraph relating to a single topic.

#### **Case Study**

*Amber is a computer analyst who lives in Brisbane. She is 25 years old, weighs 72 kilograms and is 1.65 metres tall. Amber's fast-paced day typically starts at 7 a.m., when she gets up for work. She is always in a rush in the mornings, and barely has time to grab a quick breakfast – either a breakfast drink or breakfast bar and a cup of coffee – which she consumes on the bus on her way to work.*

*Amber works long hours at her job and has a heavy workload that keeps her tied to her desk. Around 1 p.m. every day, she takes enough time to grab lunch at the café next door. She is in the habit of getting the same foods every day: generally, a pre-packaged ham sandwich with lettuce, tomato, onion, mayonnaise, mustard and cheese, accompanied by a small bag of plain potato chips and a large Coke. When she is feeling really stressed by a difficult work situation, Amber picks up a Danish pastry or a sweet muffin to eat at her desk. An apple Danish is a favourite comfort food from her childhood. By the time Amber finishes at work, it is 8 p.m., and she walks to the bus stop one street from her office and heads home. On the bus, she considers what to have for dinner and often decides on the easiest option of have her favourite quick meal - a frozen, 'home-style' crumbed fried chicken with garlic mashed potatoes, gravy and vegetables. She enjoys this meal and finds the mashed potatoes to be very comforting after a long, tense day at work. Most of the meals Amber eats are take-away food or frozen meals from the supermarket as she is generally too tired to cook; plus, she likes the taste of convenience meals. Her freezer is always full of frozen pizzas, large-portion heat-and-serve meals and frozen meat pies. Each evening, she enjoys an hour or two of television and reads over some papers from work before eating a bowl of chocolate ice-cream and going to bed.*

*One day, Amber's company holds a blood-pressure screening for all its employees, and Amber decides to participate. Amber is shocked to find out that, at age 25, she has elevated blood pressure. This news puts Amber in a reflective mood. Lately, she has been noticing that she is gaining weight, and that she lacks some of the energy she had while at university. Her father died of a heart attack two years ago, at the age of 58, and Amber decides she should make some changes in her life before she follows in her father's footsteps to an early grave.*

#### **Assessment Due Date**

Week 5 Friday (5 Apr 2024) 5:00 pm AEST

#### **Return Date to Students**

Week 7 Friday (26 Apr 2024)

#### **Weighting**

30%

#### **Minimum mark or grade**

50%

#### **Assessment Criteria**

The following criteria will be used to assess your essay:

- Introduction is clearly written and demonstrates breadth of reading and understanding of ecological and physiological factors known to influence food choices and behaviours (5 marks)
- Discussion is clearly written and demonstrates critical analysis, interpretation, and explanation with clear alignment of factors identified in the case and evidence included in introduction (15 marks)
- Conclusion provides a clear overview of relevant changes the individual should make to their food choices and behaviours and reasons why (5 marks)
- Accuracy in use of supporting evidence (2.5 marks)
- Formatting and word length requirements are met (2.5 marks)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Describe the ecological factors influencing food composition and nutrient intakes and behaviours
- Describe the physiological factors influencing food and nutrient intakes and behaviours

## 2 Online Quizzes

### Assessment Type

Online Quiz(zes)

### Task Description

Online quizzes are included in this unit to reinforce your learning, provide you with immediate feedback on your learning of foundational concepts, provide you with a tangible benchmark that may highlight strengths and weaknesses in your learning, and encourage your consistent engagement with course materials.

### Task Details

For this task you will be required to complete two (2) online quizzes that assess your understanding of key topics and concepts provided in the unit across the term.

### Each quiz will:

- include 30 multiple choice questions;
- only be available ONCE for completion;
- be 'open' for completion for a six (6) week period and can be completed at any time during this period (see table below for schedule of opening/closing times and dates for each quiz); and
- be time limited and timed - once you commence a quiz, you will have 60 minutes only to complete the quiz (a timer will appear on your screen to help you to monitor your time).

Quiz	Weeks of learning assessed	Quiz 'open' time and date	Quiz 'close' time and date
1	1 through 6	Monday 25th March	Friday 3rd May
2	7 through 10	Monday 22nd April	Friday 31st May

NOTE: Formative quizzes (non-compulsory, non-graded quizzes) will be provided during the term so that you can test your knowledge and understanding of unit content prior to commencing the summative online quizzes outlined above. You may complete the formative quizzes as many times as you wish.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

See Schedule in this Unit Profile and the table above for opening/closing due dates for each online quiz.

### Return Date to Students

Marks for completed quizzes will be provided after the closing date for each respective quiz.

### Weighting

40%

### Minimum mark or grade

50% (across all quizzes)

### Assessment Criteria

No Assessment Criteria

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Discuss food composition, nutrients, and dietary requirements and recommendations
- Describe the ecological factors influencing food composition and nutrient intakes and behaviours
- Describe the physiological factors influencing food and nutrient intakes and behaviours
- Relate food and nutrient intakes to common nutrition-related diseases in Australia.

## 3 Case study and report of dietary analysis

## Assessment Type

Written Assessment

### Task Description

Nutrition assessments are integral to understanding if, and to what extent nutritional needs are met and if dietary intakes and behaviours pose risk to short- and/or long-term health.

This assessment task provides you with opportunity to conduct a basic nutrition assessment to facilitate development of your understanding of food and food intake behaviours and how they align to nutrition recommendations and requirements for a healthy diet, and how you could provide appropriate dietary advice to others as relevant to your future professional role (including recommendations for seeking further professional advice and guidance).

### Task Details

This assessment task requires your completion of the following four (4) key steps:

**Step 1. Seek a person in your personal community to be the subject of your case study** (e.g., family member, friend, neighbor, co-worker). NOTE: This person should NOT be a fellow student in this unit.

**Step 2. Conduct a nutrition assessment on your chosen 'case'.** This will include:

- completion of a diet and nutrition history (includes health and health behaviours, and anthropometric measures (height, body weight, calculation of Body Mass Index (BMI), waist circumference)) (Templates for these are provided in the Assessment tile on the unit Moodle site); and
- conduct of a 24-hour food recall (template provided in the Assessment tile on the unit Moodle site);

**Step 3. Complete an analysis of the information collected from your nutrition assessment and comparison with** recommendations for intakes of food groups included in the Australian Guide to Healthy Eating (NHMRC, 2013) relative to your individual case and their stage of the lifespan.

**Step 4. Develop a 1500-word (+/- 10%) report of your nutrition assessment.** This report should include the following sections:

- *Introduction*: a brief overview of your individual case and a clear description of the purpose of a nutrition assessment.
- *Methods*: description of the methods you used for the collection of the diet, health and nutrition history.
- *Results*: a written description and supporting table of results in relation to your individual's dietary intake (compared to recommendations for intakes of each of the five food groups and discretionary foods (as required for their stage of the lifespan); and anthropometric measures.
- *Discussion*: an evidence-based discussion of any issues related to the methods used for collection of diet and nutrition history (including anthropometric measures). Your integrated discussion should address each of the following points (not question and answer style) and include justification from scientific evidence:
  - Issues you encountered during collection of dietary, health and nutrition history (e.g., is food intake data likely to be representative of 'usual' dietary intakes - if not, why not?; what is the reliability of self-reported health and anthropometric measures?)
  - How appropriate is a 24-hour recall for determining adequacy of an individual's dietary behaviours over time?
  - What factors may have influenced your collection of information and your individual's recall of the dietary information (e.g., phone or face-to-face interview, memory, health status at time of data collection, physical activity behaviours etc)?
  - Which recommendations for food groups were met/unmet/exceeded and what are the possible health-risks associated with such intakes (with consideration for the individual's anthropometric measures and reported health and health behaviours)?
  - What practical changes would you suggest to help the individual meet recommendations (including lifestyle and dietary changes in relation to their stage of the lifespan and personal dietary needs (e.g. allergies/intolerances/likes/dislikes), health (chronic conditions and/or family history) and cultural factors.
- *Conclusion*: A brief summary of your case study and key outcomes;
- *References*: a list of at least eight (8) scientific and/or reliable sources that were used in support of your discussion section.

### Notes on formatting and written expression:

Your essay should be presented as a Word document (NOT a PDF), using size 11 or 12 font, one and one-half OR double-line spacing, 2.5 cm margins, and include page numbers and headings/subheadings that guide reading and review of your report.

Your writing should be clear and concise, logical in the flow of ideas, and free of spelling and grammatical errors. It is expected that you will construct paragraphs that are coherent and organised with all sentences in a paragraph relating to a single topic.

### Assessment Due Date

Week 11 Friday (24 May 2024) 5:00 pm AEST

## Return Date to Students

Formative feedback will be provided by Monday 10th June. Final marks for this assessment task will not be released until Certification of Grades on the 5th July, 2024.

### Weighting

30%

### Minimum mark or grade

50%

### Assessment Criteria

Marks for this assessment task will be awarded in accordance with the following criteria:

#### *Introduction (5 marks):*

- Overview of your individual case and a clear description of the purpose of a nutrition assessment (5 marks)

#### *Methods (10 marks):*

- Clear description of the methods used for the collection of the diet and nutrition history (including anthropometric measures).

#### *Results (20 marks)*

- Written description of results that are supported by a table of results in relation to your individual's dietary intake (compared to recommendations for intakes of each of the five food groups and discretionary foods (as required for their stage of the lifespan)
- Written description of anthropometric measures and comparison to Australian standards/recommendations for BMI, waist circumference and health risk.

#### *Discussion (40 marks):*

Integrated and evidence-based discussion of:

- Issues encountered during collection of dietary and health information
- Appropriateness of a 24-hour recall for determining adequacy of an individual's dietary behaviours over time
- Recommendations for food groups were met/unmet/exceeded and the possible health risks associated with such intakes (including consideration for the individual's anthropometric measures and reported health and health behaviours)
- Suggestions for practical changes that may help the individual meet recommendations (including lifestyle and dietary changes in relation to their stage of the lifespan and personal dietary needs (e.g. allergies/intolerances/likes/dislikes), health (chronic conditions and/or family history) and cultural factors)

#### *Conclusion (5 marks):*

- Summary of case study and key outcomes

#### *References (5 marks):*

- Accuracy and consistency of referencing style
- Number of references.

#### *Formatting (5 marks)*

- Spacing, font, margins, page numbers, headings/subheadings.

#### *Written expression (10 marks):*

- Clarity, spelling and grammar
- Paragraph construction and flow of ideas.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Discuss food composition, nutrients, and dietary requirements and recommendations
- Relate food and nutrient intakes to common nutrition-related diseases in Australia.

## 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