



NUTR12002 *Nutrition in Practice*

Term 2 - 2024

Profile information current as at 29/07/2024 03:45 pm

All details in this unit profile for NUTR12002 have been officially approved by CQU University 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 is an advanced unit in nutritional practice which builds on prior learning in the areas of nutrition, biochemistry and physiology. On completion of the unit you should have an understanding of nutritional assessment, understanding of lifespan nutrition, and the relationship between nutrition and disease across stages of the lifespan.

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

Prerequisite: NUTR19001 Nutrition OR NUTR12001 Human Nutrition OR BMSC11006 Food, Nutrition and Health

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 - 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: 30%

3. **Online Test**

Weighting: 40%

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 The unit coordinators self reflection and verbal feedback received from students.

Feedback

The structure of the unit, the assessments and formative quizzes appear to be conducive to learning the associated content and the students enjoyed the residential school activities.

Recommendation

Continue with current structure of the unit.

Feedback from The unit coordinators self reflection and verbal feedback received from students.

Feedback

Including additional engaging activities and real-world case studies can assist with providing additional depth and breadth of the concepts.

Recommendation

Embed additional real-world case studies and engaging learning activities to assist with deeper understanding of nutrition in practice.

Unit Learning Outcomes

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

1. Relate how food and nutrition factors impact human health and disease across all stages of the lifespan
2. Identify and explain appropriate methods of assessing nutritional status of different population groups
3. Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan
4. Research and critically review evidence for the role of food and nutrition in human health.

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) - 30%	•	•	•	
3 - Online Test - 40%	•	•	•	

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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•		•				
2 - Online Quiz(zes) - 30%	•	•	•	•			•			
3 - Online Test - 40%	•	•	•	•		•	•			

Textbooks and Resources

Textbooks

NUTR12002

Prescribed

Food & nutrition throughout life

Edition: First (2015)

Authors: Catherine Itsiopoulos, Regina Belski, Sharon Croxford, Antonia Thodis, Sue Shepherd, Adrienne Forsyth, Audrey Tierney

Allen & Unwin

Sydney , NSW , Australia

ISBN: 9781743316757

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

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing 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

Exam week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 1 - 08 Jul 2024		
Introduction to Nutrition in Practice: Foundation Knowledge	Chapters 1 and 2 of prescribed textbook	Online tutorial: Introduction to Nutrition in Practice & Assessment Tasks (details will be provided on the unit Moodle page)
Week 2 - 15 Jul 2024		
Nutrition Assessments	Supplementary resources will be provided via Moodle	Online tutorial: Foundation Knowledge (details will be provided on the unit Moodle page) Quiz 1 opens: Monday, 9.00am (AEST)

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Preconception, Conception & Pregnancy	Chapters 3 and 4 of prescribed textbook	Online tutorial: Nutrition Assessments (details will be provided on the unit Moodle page)

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lactation, Newborn & Infants	Chapters 5 and 6 of prescribed textbook	Online tutorial: Preconception, Conception & Pregnancy (details will be provided on the unit Moodle page)

Week 5 - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Toddler, Preschooler & Child	Chapters 7 and 8 of prescribed textbook	Online tutorial: Lactation, Newborn & Infants (details will be provided on the unit Moodle page) Quiz 2 opens: Monday, 9.00am (AEST)

Vacation Week - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pre-Adolescent, Adolescent & Young Adulthood	Chapters 9 and 10 of prescribed textbook	Online tutorial: Toddler, Preschooler & Child (details will be provided on the unit Moodle page)

Week 7 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early & Middle Adulthood	Chapter 11 of prescribed textbook	Online tutorial: Pre-Adolescent, Adolescent & Young Adulthood (details will be provided on the unit Moodle page) Food, Nutrition and Health of Australians Due: Week 8 Friday (6 Sept 2024) 5:00 pm AEST

Week 8 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Older Adulthood & Later Stage Older Adulthood	Chapters 12 and 13 of prescribed textbook	Online tutorial: Early & Middle Adulthood (details will be provided on the unit Moodle page) Quiz 3 opens: Monday, 9.00am (AEST)

Week 9 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Populations	Chapters 14, 15 and 16 of prescribed textbook	Online tutorial: Older Adulthood & Later Stage Older Adulthood (details will be provided on the unit Moodle page)

Week 10 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Mental Health	Chapter 19 of prescribed textbook	Online tutorial: Indigenous Populations (details will be provided on the unit Moodle page)
		Online Quizzes Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Week 11 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Online tutorial: Mental Health (details will be provided on the unit Moodle page) All quizzes (1, 2 and 3) close: Friday, 5.00pm (AEST) Online Test Due: Week 12 Tuesday (1 Oct 2024) 5:00 pm AEST

Week 12 - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Online Test Opens: Week 12 Monday (30 September) 5:00 pm AEST

Review/Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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.

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 Food, Nutrition and Health of Australians

Assessment Type

Written Assessment

Task Description

The intakes of certain nutrients and specific food groups positively influence our health and reduce our risk of non-communicable diseases. Our need for nutrients and specific foods, and the development of healthy behaviours vary across our lifespan and are at times critical to achieving and maintaining health. Our dietary recommendations are based on established evidence, and national health data and primary research provide us with evidence for how healthy or unhealthy our current diets and behaviours are.

To appreciate the role of food in our health and understand differences in needs for different population groups, we need to be able to locate and critically analyse the evidence and information available to us. This task aims to develop your ability to research and critically review current evidence and recommendations for nutritional intakes and behaviours of Australians at different stages of the lifespan.

Task Details:

To complete this task, you will be required to develop a 2000 word (+/- 10%) essay that will focus on one (1) food group and two (2) population groups, defined by stages of the lifespan. For example: you may choose FRUIT as your food group and TODDLERS/PRESCHOOLERS and OLDER ADULTS as your two population groups. In this example, your essay would be developed to answer the question: *What is the role of fruit in the health and wellbeing of toddlers/preschoolers and*

older adults?

Specifically, you will choose:

- One (1) food group from the Australian Guide to Healthy Eating:
 - Grain foods;
 - Vegetables and legumes/beans;
 - Fruit;
 - Milk, Yoghurt, Cheese and alternatives;
 - Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans),

AND

- Two (2) two population groups based on the different stages of the lifespan:
 - Pregnancy
 - Toddlers/preschoolers (1-5 years)
 - Children (6-12 years)
 - Pre-adolescents/Adolescents (13-18 years)
 - Young adulthood (19-25 years)
 - Early and middle adulthood (26-60 years)
 - Older adulthood (61-84 years),
 - Late adulthood (85+ years).

Your essay should address the following key areas:

- Introduction: This section should provide an overview of -
 - your chosen food group including the nutrients provided by such foods,
 - the two population groups defined in relation to stages of the lifespan, and the main ideas addressed in the body of your essay.
- Body: This section should include evidence-based discussion of -
 - current Australian recommendations for intakes of foods and nutrients related to chosen food group,
 - strength of evidence, levels of consensus (and any 'new' evidence) for the above recommendations,
 - the role of the food group and related nutrients in the health of individuals in chosen population groups,
 - current intakes and behaviours of these foods and nutrients, by your chosen population groups in Australia, and
 - recognised impacts/outcomes of such intakes and behaviours on the health of these population groups.

NOTE: the body of your essay can be separated with headings for each population group however, when developing your essay you should ensure linkage is developed between the two sections.

- Conclusion: This section should provide a -
 - summary of the main points included in your essay, and
 - final statement about implications of evidence discussed in the body of your essay.
- Reference list.

Assessment Due Date

Week 8 Friday (6 Sept 2024) 5:00 pm AEST

Return Date to Students

Week 10 Friday (20 Sept 2024)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Your essay will be assessed against the following criteria:

- Introduction includes:
 - clear and concise introductory statement about the topic being addressed,
 - an overview of your chosen food group and the nutrients provided by this food group;
 - identification of your two population groups, and
 - a statement of the scope of the essay.
- Body provides relevant and evidence-based discussion for each chosen population group, of:
 - current Australian recommendations for intakes of your chosen food group and related nutrients,

- the strength of evidence, levels of consensus (and any 'new' evidence) for these recommendations and the role of these foods/nutrients in the health of individuals,
- current intakes and behaviours in Australia, and
- impacts/outcomes of such intakes and behaviours on the health of individuals.
- Conclusion:
 - provides summary of main issues discussed and clear statement of implications.
- Written expression:
 - is clear and concise with no unsupported statements, generalisations, inconsistencies, confusing arguments or repetition.
- Organisation and presentation of essay:
 - is well organised with logical flow of ideas, presented in professional manner, grammar and punctuation are accurate, meets word length, headings and spacing/alignment contribute to overall presentation.
- Use of evidence:
 - discussion is supported by appropriate evidence and referencing style is used accurately and consistently throughout. NOTE: there is no minimum or maximum number of references assigned for this task but it is expected that all statements and sources of evidence are appropriately referenced, and reliable sources are used.

Student are permitted to use Generative AI for this assessment in the following ways:

- developing literature search strategies
- compiling suitable literature sources and locating data
- guidance for structuring the assignment

If Generative AI is used in any way, it must be cited as per the CQU Guidelines (Academic Learning Centre). If students choose to use generative AI, the following statement must be completed and included on the front page of the uploaded assessment: "I have used (insert technology) to (insert how you used this) in accordance with the requirements of this unit. The reason I used this was to (explain why you used it). The details of how I used it as (insert how). I hereby declare that the submission is an appropriate representation of my individual skills and abilities to meet the requirements of the task/s."

As per academic writing requirements and assessment criteria; citations of information should be of the primary source (i.e. statistics returned by AI must be fact-checked and referenced from their original source as well as the AI source). Failure to cite primary sources as well as AI sources could be considered a breach of academic integrity. Your use of Generative AI must be clearly outlined in an appendix as a separate file which includes the prompt used and Generative AI response (in line with marking rubric). Failure to include an appendix may result in academic integrity investigation.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Research and critically review evidence for the role of food and nutrition in human health.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Throughout this unit you will be provided with learning materials and activities designed to assist you to establish sound knowledge and understanding of food and nutrition across the lifespan. This task includes three (3) quizzes which are designed to provide you with feedback on your readiness to apply your learning to contexts and practice.

Task Details:

You will be required to complete three (3) quizzes.

Quiz 1 (Opens Week 2):

- Will comprise 20 multiple choice and true/false questions, have a 30 minute time limit, and contribute 5% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 1 and 2 (inclusive).

Quiz 2 (Opens Week 5):

- Will comprise 20 multiple choice and true/false questions, have a 30 minute time limit, and contribute 5% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 3 through 5 (inclusive).

Quiz 3 (Opens Week 8):

- Will comprise 20 multiple choice and true/false questions and 5 open-ended questions, have a time limit of 60 minutes, and contribute 20% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 6 through 8 (inclusive).

All quizzes will remain open until the Friday of Week 11.

Quiz General Instructions:

- Before commencing each quiz, you should ensure you have watched the lectures and completed the learning activities provided for each week.
- You will only be permitted one (1) attempt for each quiz, and once each quiz is commenced, it cannot be paused or restarted.
- You should have a calculator available during each quiz.

NOTE: You must undertake these online quizzes as an individual. Collusion with other students on non-group work is considered academic misconduct and may lead to action being taken by the Deputy Dean of Learning and Teaching (DDLTL) for the School of Health, Medical and Applied Sciences.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Quiz 1 will open in week 2 (Monday 15th July, 9.00am); Quiz 2 will open in week 5 (Monday 5th August, 9.00am); Quiz 3 will open in week 8 (Monday 2nd September, 9:00am) and ALL quizzes will close in week 11 (Friday 27th September, 5.00pm). All times Australian Eastern Standard Time (AEST).

Return Date to Students

Week 12 Friday (4 Oct 2024)

Marks for quizzes will be finalised within two weeks of the closing date of all quizzes.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Marks will be allocated for each correct response. There will be no loss of marks for incorrect responses. Where typed answers are required, marks will not be deducted for incorrect spelling.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Relate how food and nutrition factors impact human health and disease across all stages of the lifespan
- Identify and explain appropriate methods of assessing nutritional status of different population groups
- Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

3 Online Test

Assessment Type

Online Test

Task Description

The end of term Online Test will assess application of your knowledge and understanding of all unit content, through application of knowledge within the context of case studies/scenarios.

Task Details:

- The Online Test will comprise two parts (Part A and Part B).
- To answer questions included in the Online Test, you will be required to develop short and/or longer written responses.
- You will have 180 minutes (3 hours) to complete the test. Once the three hour time limit for the test is reached, your test will close and your completed answers will be submitted for marking.
- Marks will be awarded for correct answers only and no deductions will be made for any incorrect responses. No marks will be awarded for any questions left blank or missed.
- You should ensure you have a calculator available during the Online test.

Part A of the Online Test will:

- Include 20 questions with each question worth 2 marks, and contribute 40 marks to the overall task.
- All questions must be attempted.

Part B of the Online Test will:

- Include four (4) case studies, each case study will be worth fifteen (15) marks, and contribute sixty (60) marks to the overall task.
- All case studies must be attempted.

Assessment Due Date

Week 12 Tuesday (1 Oct 2024) 5:00 pm AEST

The end of term Online Test opens Monday 30 September at 5:00pm AEST and closes Tuesday 1 October at 5:00pm. Please refer to your unit Moodle page for further information.

Return Date to Students

Review/Exam Week Monday (7 Oct 2024)

Marks will be released upon Certification of Grades

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The Online Test assesses recall and application of knowledge. The Online test will be marked out of 100 (40 marks for Part A; 60 marks for Part B). This mark will be converted to a final mark out of forty (40) to reflect the weighting of this assessment task to your overall unit grade.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Relate how food and nutrition factors impact human health and disease across all stages of the lifespan
- Identify and explain appropriate methods of assessing nutritional status of different population groups
- Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

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