



# NUTR13001 *Public Health Nutrition*

## Term 1 - 2024

Profile information current as at 29/07/2024 03:15 pm

All details in this unit profile for NUTR13001 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

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

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: NUTR12002 or NUTR12001

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

### Offerings For Term 1 - 2024

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Work**

Weighting: 30%

#### 2. **Practical and Written Assessment**

Weighting: 70%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from SUTE Qualitative feedback

**Feedback**

Assessment tasks were complex and challenging.

**Recommendation**

Consider reviewing the assessment tasks and including a roadmap with checkpoints of progress goals for each assessment task to enable the students to self-monitor whether they are tracking appropriately during the term.

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

**Feedback**

Consider changing the delivery of the weekly content to promote engagement in students.

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

Per NPC1118

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<b>1 - Communication</b>	•	•	•	•	•	•	•
<b>2 - Problem Solving</b>						•	•
<b>3 - Critical Thinking</b>	•	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•		•	•	•
<b>5 - Team Work</b>	•	•	•	•	•		
<b>6 - Information Technology Competence</b>					•	•	•
<b>7 - Cross Cultural Competence</b>							•
<b>8 - Ethical practice</b>					•		•
<b>9 - Social Innovation</b>							
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>							

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

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

## Referencing Style

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

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anna Vassallo** Unit Coordinator  
[a.vassallo@cqu.edu.au](mailto:a.vassallo@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition: Concepts, Perspectives and Policies		<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
Public Health Nutrition : Issues and Epidemiology		<b>Tutorial:</b> Week 1 Learning Activities and Annotating journal articles

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition: Principles, Theories and Frameworks		<b>Tutorial:</b> Week 2 Learning Activities

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition: Assessment and Monitoring		<b>Tutorial:</b> Week 3 Learning Activities <b>Assessment task 1: Part 1 - Choice of Journal Article</b> to be completed Week 4 Thursday (28 Mar 2024) 5:00 pm (AEST)

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food Environments and Public Health Nutrition Interventions		<b>Tutorial:</b> Week 4 Learning Activities <b>Assessment task 1: Part 2 - Annotation and definitions of unfamiliar terms, methods or methodologies</b> should be commenced this week <b>Assessment task 2: Part 1 - Essay on food costs and affordability in Australia</b> Due Week 5 Friday (5 Apr 2024) 5:00 pm (AEST)

#### 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
Data Collection, Analysis and Interpretation		<b>Tutorial:</b> Group data set and data analysis for Assessment task 2 <b>Assessment task 1: Part 2 - Upload annotation and definitions</b> to Group Discussion forum on Moodle due Week 6 Friday (19 Apr 2024) <b>Assessment task 2: Part 2 - Data collection</b> due to be completed and entered into group datasheet Week 6 Friday (19 Apr 2024), 5:00 pm

#### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food and Health Literacy and Community Education		<b>Tutorial:</b> Week 6 Learning Activities + Reporting data and developing tables <b>Assessment task 1: Part 3 - Online group discussions</b> should commence this week

#### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Telehealth, eHealth and mHealth in Public Health Nutrition		<b>Tutorial:</b> Week 7 Learning Activities <b>Assessment task 1: Part 3 - continue online group discussions</b>

#### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Public Health Nutrition		<b>Tutorial:</b> Week 8 Learning Activities + Developing Oral Presentations <b>Assessment task 1: Part 3 - continue online group discussions</b>

#### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Nutrition - Future Perspectives		<b>Tutorial:</b> Week 9 Learning Activities <b>Assessment task 1: Part 3 - continue online group work</b> <b>Assessment task 2: Part 3 - Report on data for the cost of healthy and unhealthy diets in our communities</b> Due Week 10 Friday (17 May 2024) 5:00 pm

#### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review week		No tutorial
<b>Week 12 - 27 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Oral Presentations		<b>Assessment task 1: Part 4 - Submit copy of Annotation, definitions and Group Discussion forum posts</b> for marking due Week 12 Friday (31 May 2024), 5:00 pm <b>Assessment task 2: Part 4 - Oral presentations</b> (day and time to be confirmed (TBC) following consultation with students during the term)
<b>Review/Exam Week - 03 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 10 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

Public Health Nutrition is a third-year unit which encompasses the biological, social and environmental dimensions of health in promoting and maintaining the nutritional health of populations.

### Unit Design

- The unit design is based on the concept of experiential learning (learning through reflection and 'doing') where you are expected to play an active role in your learning.

### Learning Content:

- There is no textbook for this unit and the weekly learning activities and unit assessment tasks provide the framework for your learning. It is expected that you will explore learning topics beyond the basic concepts provided to develop appreciation for how your learning can be applied to different contexts.
- By way of professional development, it is also expected that you will share your learning experiences and exploration of subject content with other students in the unit via the Moodle discussion forums.
- Your learning will be supported by pre-recorded lectures and weekly Zoom tutorials. The tutorials will explore weekly learning activities and provide all students with opportunity to ask questions related to elements of assessment tasks. All tutorials will be recorded so that if you are unable to attend 'live', you can review them at a more convenient time.

### Student Engagement:

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

### Communication:

- You are encouraged to regularly use online discussion forums in Moodle to pose questions and converse with the Unit Coordinator and other students enrolled in the unit.
- 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 Understanding and Discussing Public Health Nutrition Research

### Assessment Type

Group Work

### Task Description

This task provides you with the opportunity to work with other students in an online space to objectively review and discuss research related to Public Health Nutrition and enhance your ability to use and communicate evidence in practice.

### TASK DETAILS

This Group Work assessment task includes four (4) parts and all parts must be completed.

#### **PART 1: CHOICE OF JOURNAL ARTICLE** (formative part, no marks allocated)

For this part, you are required to:

- choose one (1) article from a list of journal articles (see *List of Journal Articles* in the Assessment tile on Moodle); and
- complete the 'Choice' activity in the Assessment Tile on Moodle to communicate your choice of article to all other students.
- You should complete this part by Thursday 28 March (Week 4).

NOTE: To promote breadth of reading, no two students may choose the same journal article to annotate. The final choice for any journal article will be based on a 'first in - first served' basis hence the requirement to communicate your choice to other students.

#### **PART 2: ANNOTATION AND DEFINITIONS OF UNFAMILIAR TERMS, METHODS OR METHODOLOGIES** (10 marks)

For this part, you are required to:

- read your article thoroughly (and likely several times);
- annotate your article (See resource '*Annotating journal articles*' in the Assessment tile on Moodle) (your annotation should be no longer than 300 words);
- identify and develop a total of six (6) written definitions and working examples of key terms (three (3) *primary* and three (3) *secondary terms*- See below) that are unfamiliar to you or that you do not fully understand. This will include:
  - from reading your article: identification of, and development of written definitions and working examples for three (3) *primary terms*; and
  - for each of these primary terms, identification and development of written definitions (no working example required for secondary terms) of at least one (1) *secondary term* (See resource '*How to create definitions*' in the Assessment tile on Moodle); and
- upload your completed annotation, definitions and working example to the Group Discussion forum on Moodle (see link in the Assessment tab or Assessment tile on Moodle) to enable online group work to commence (see below).
- You should complete this part by 21st April (end of Week 6).

NOTES:

- When uploading your annotation, definitions and working example to the Group Discussion forum, you should 'Add a new discussion topic', to allow other students to post a 'Reply' and contribute to subsequent discussions of each article.

#### **PART 3: ONLINE GROUP DISCUSSIONS** (20 marks)

For this part you will contribute to online group discussions of public health nutrition topics during weeks 7 through 10 of the term.

For this part you are required to:

- read two (2) journal articles and related annotations and definitions that have been uploaded to the Group Discussion forum by other students;
- for each of these articles you will:
  - create and post a 'Reply' in the Moodle Group Discussion forum that provides an in-depth discussion of one (1) element of the students post that you found interesting and/or that contrasts with your thoughts/understanding of the article; and
  - post at least two (2) additional replies that expand on the initial discussions of the journal articles and definitions created by other students, and which moves the discussion in a new and/or provocative direction.



- You should complete this part by 19th May (end of Week 10).

#### NOTES:

- It is expected that all students will participate in the online discussions in an ongoing manner across weeks 7 through 10 by checking and/or posting to the discussion forums regularly and frequently in any given week.
- Group Discussion forum posts should include hyperlinks to additional resources and/or sources of information that support your thoughts/ideas etc. and references must be included.
- References must be included when additional research or sources are referred to in contributions.
- There are no word limits to any of the contributions.

#### **PART 4. SUBMIT A COPY OF YOUR ANNOTATION, DEFINITIONS AND LIST OF DISCUSSION FORUM POSTS**

*For this part, you are required to:*

- Submit a copy of your annotation, definitions, working example and listing of your Group Discussion forum posts to the Assessment tab on Moodle to enable marking of your Group Work activities.
- This part is due on Friday 31 May (Week 12).

#### **Assessment Due Date**

Choose journal article and complete Choice activity by the end of Week 4; Article Annotation and Definitions to be uploaded to Group Discussion forum on Moodle by Friday 21st April (Week 6); Submission of annotation, definitions and contributions to Group Discussion forum posts by Friday 31st May (Week 12).

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

Marks for this assessment task will be allocated following final submission by students at the end of term and marks will be made available following Certification of Grades on Friday 5th July.

#### **Weighting**

30%

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

50%

#### **Assessment Criteria**

You annotation, definitions and contributions to group discussions will be marked according to how well your work addresses the following criteria:

- **Annotation** - Accuracy and thoroughness of interpretation of journal articles (5 marks)
- **Definitions** - Clarity of definitions of primary terms; Sources of definitions of primary terms referenced; Working example of primary terms are provided in laypersons language and are related to public health/health; Secondary definitions defined, and **sources of definitions referenced (15 marks)**
- **Contributions to Group Discussions** - Active participation in group work; Online communication/writing skills; Independent thought and critical thinking; Use of appropriate and relevant references/sources (10 marks).

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

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

## 2 Food costs and affordability of healthy and unhealthy diets

#### **Assessment Type**

Practical and Written Assessment

## Task Description

The affordability of our diets is a key determinant of our food choices and dietary intakes. Food costs and affordability are constantly challenged by national and international events (e.g., the COVID-19 pandemic, the war in Ukraine, various severe weather events). Monitoring the cost and affordability of foods, with consideration for the cost of healthy versus unhealthy foods and diets, can provide information that helps to improve affordability, health equity and food security.

This Practical and Written assessment task provides you with opportunity to develop your understanding and appreciation of public health nutrition issues in context with a specific focus on geographical differences in food costs and affordability.

## TASK DETAILS

This term-long assessment task includes four (4) parts, and all parts must be completed. Each part has a different due date as detailed below.

Part	Description	Length	Week Due	Due Date	Marks
1	Essay on food costs and affordability in Australia	1000 words	5	5 Apr	20
2	Collect data on costs of healthy and unhealthy diets in our communities	N/A	6	19 Apr	-
3	Report on data collection, analysis and results	1000 words	10	17 May	30
4	Oral presentation on food costs and affordability in our communities AND Peer review	10 minute presentation	12	TBC	20

### PART 1: ESSAY ON FOOD COSTS AND AFFORDABILITY IN AUSTRALIA (1000 words +/- 10 %) (20 marks)

For Part 1 you will be required to:

- develop an essay that demonstrates your understanding of current evidence related to foods costs and affordability in Australia and how the Australian Standardised Affordability and Pricing (ASAP) method is used to assess, compare and monitor the price, price differential and affordability of healthy (recommended) and current (unhealthy) diets in Australia.

As a guide your essay should include:

- an **Introduction** that outline of the role of food costs on food choices and dietary intake behaviours and risk of chronic disease;
- **Body of essay** that discusses monitoring practices of food environments in Australia over the past 20 years; why the ASAP method was developed; and an overview of studies that have used the ASAP protocol since its development in 2018;
- a **Conclusion** that summarises information included in the body of your essay and a concluding statement regarding the role of monitoring of food prices in public health nutrition; and
- a **Reference list:** Minimum of 15 references (not included in word count). NOTE: you should use a range of reliable sources to develop your essay and the following journal articles should be used as a basis of your report:
  1. Lee, A. J., Kane, S., Ramsey, R., Good, E., & Dick, M. (2016). Testing the price and affordability of healthy and current (unhealthy) diets and the potential impacts of policy change in Australia. *BMC public health*, 16, 315. <https://doi.org/10.1186/s12889-016-2996-y>
  2. Lee, A. J., Kane, S., Lewis, M., Good, E., Pollard, C. M., Landrigan, T. J., & Dick, M. (2018). Healthy diets ASAP - Australian Standardised Affordability and Pricing methods protocol. *Nutrition journal*, 17(1), 88. <https://doi.org/10.1186/s12937-018-0396-0>
  3. Lee, A., & Lewis, M. (2018). Testing the Price of Healthy and Current Diets in Remote Aboriginal Communities to Improve Food Security: Development of the Aboriginal and Torres Strait Islander Healthy Diets ASAP (Australian Standardised Affordability and Pricing) Methods. *International journal of environmental research and public health*, 15(12), 2912. <https://doi.org/10.3390/ijerph15122912>
  4. Love, P., Whelan, J., Bell, C., Grainger, F., Russell, C., Lewis, M., & Lee, A. (2018). Healthy Diets in Rural Victoria—Cheaper than Unhealthy Alternatives, Yet Unaffordable. *Int J Environ Res Public Health*. 15, 2469. <https://doi.org/10.3390/ijerph15112469>
  5. Lee, A. J., Kane, S., Herron, L. M., Matsuyama, M., & Lewis, M. (2020). A tale of two cities: the cost, price-differential, and affordability of current and healthy diets in Sydney and Canberra, Australia. *The Int J Behav Nutr Phys Act*, 17(1), 80. <https://doi.org/10.1186/s12966-020-00981-0>
  6. Lewis, M., McNaughton, S. A., Rychetnik, L., Chatfield, M. D., & Lee, A. J. (2021). Dietary Intake, Cost, and

Affordability by Socioeconomic Group in Australia. *Int J Environ Res Public Health*, 18(24), 13315. <https://doi.org/10.3390/ijerph182413315>

7. Lee, A., Patay, D., Herron, LM. et al. (2021). Affordability of current, and healthy, more equitable, sustainable diets by area of socioeconomic disadvantage and remoteness in Queensland: insights into food choice. *Int J Equity Health* 20, 153. <https://doi.org/10.1186/s12939-021-01481-8>
8. Herath, M. P., Murray, S., Lewis, M., Holloway, T. P., Hughes, R., Jayasinghe, S., Soward, R., Patterson, K. A. E., Byrne, N. M., Lee, A. J., Hills, A. P., & Ahuja, K. D. K. (2023). Habitual Diets Are More Expensive than Recommended Healthy Diets. *Nutrients*, 15(18), 3908. <https://doi.org/10.3390/nu15183908>

## **PART 2: COLLECT DATA ON THE COST OF HEALTHY AND UNHEALTHY DIETS AND YOUR COMMUNITY CHARACTERISTICS**

For Part 2 you will be required to:

- collect data on food costs and community characteristics to enable assessment and comparison of the price, price differential and affordability of healthy (recommended) and current (unhealthy) diets for a reference family of four (see journal article by Lee et al., 2018 for explanation of this reference family).

To collect your data, you will use:

- the **Healthy Diets Australian Standardised Affordability and Pricing (ASAP) protocol and survey tool** (See links to these resources in the Assessment tile on Moodle) to collect data on food costs of healthy and unhealthy diets in your community. This will include the collection of data from:
  - One (1) major supermarket (e.g., Coles or Woolworths);
  - One (1) independent supermarket (e.g., Foodstore, IGA, or others);
  - One (1) online store (including details of whether online delivery is available in your community/living location or not. If you do not have online services available, you should still collect this data from an online supermarket (of any type i.e., major, or independent) and make note in the datasheet that delivery is not available in your community; and
  - Take-away food outlets (as available in your community) including Pizza Hut™, McDonald's™, a fish and chips outlet and an independent bakery (NOTE: if these stores do not exist in your community, please advise the Unit Coordinator); AND
- **Australian Bureau of Statistics (ABS) Census data** (2021) to collect data on the characteristics of your community (Local Government Area (LGA)) including:
  - geographical location;
  - total population;
  - median age of population; and
  - median household income.

## **PART 3: ANALYSE AND REPORT ON DATA FOR THE COST OF HEALTHY AND UNHEALTHY DIETS IN OUR COMMUNITIES**

For Part 3 you will be required to:

- **enter your collected data into a group spreadsheet** (using Google Sheets) by the end of week 6 (19 April) (a link to Google sheets will be made available to students during the term);
- **analyse the group data** using Microsoft Excel including:
  - calculation of the total costs and average costs of all food items included in the Healthy Foods ASAP survey (healthy and unhealthy diets), each food group, and discretionary foods;
  - comparison of the costs of healthy and unhealthy diets across different geographical locations of our Public Health Nutrition group; and
  - determination of the affordability of each diet according to the Healthy Diets ASAP protocol and calculated as a proportion of median gross household income (where 30% household income is used as the acceptable maximum proportional cost); and
- **develop a report of your data collection methods, analysis and results** (1000 words +/- 10%). This report should include academic reporting of:
  - methods you used to collect and analyse your data;
  - results of your analysis of group data;
  - at least one table of results (presented in APA table style);
  - your results in comparison to the communities represented by other students in our Public Health Nutrition group AND findings from previous studies that have used the ASAP protocol (as included in your essay (Part 1)); and
  - a reference list (references will not be included in total word count for the report).

NOTE: Tutorials will be held throughout the term to discuss data collection, the group datasheet and analysis, and reporting requirements including the development of tables APA style.

## **PART 4: ORAL PRESENTATION ON FOOD COSTS AND AFFORDABILITY IN OUR COMMUNITIES and PEER REVIEW (20 marks).**

*For Part 4 you will be required to:*

- develop and deliver an oral presentation (10 minutes duration) to your peers to demonstrate your insight into food access and affordability of healthy and unhealthy diets in our communities.

NOTES:

- Your presentation should be drawn from all other parts of the assessment task and will be delivered to our Public Health Nutrition group during an online Zoom session to be held in week 12.
- Each student will also complete peer reviews of other student presentations during the online Zoom session (NOTE: 50% of marks for this presentation will be allocated from peer reviews and a template for the peer reviews, will be available in the Assessment tile on the unit Moodle site).
- All students attending the online Zoom presentation session/s will be encouraged to ask questions and provide general feedback on each of the other student presentations. Five (5) minutes will be allocated at the end of each presentation to allow for comments, and questions and answers.
- A tutorial will be held during the term to provide instructions and tips for developing your Oral Presentation and conducting peer reviews.

### **Assessment Due Date**

Part 1: Essay on food costs and affordability in Australia Due: Friday 5th April 5:00 pm (Week 5); Part 2: Data collection: must be completed and entered in the group datasheet by Friday 19th April (Week 6); Part 3: Report on data for the cost of healthy and unhealthy diets in our communities: Due Friday 17th May 5.00pm (Week 10); Part 4: Oral presentations due Week 12.

### **Return Date to Students**

Marks and feedback for your Essay (Part 1) and Report (Part 3) will be returned to students two (2) after student submission dates for each part. Marks for the Oral Presentation (Part 4) will be returned to students two weeks following the end of week 12.

### **Weighting**

70%

### **Assessment Criteria**

Detailed marking rubrics for each of the following will be provided in the Assessment tile on Moodle.

#### **Part 1: Essay on food costs and affordability in Australia (20 marks)**

The following criteria will be used to assess your essay.

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

#### **Part 3: Report on data for the cost of healthy and unhealthy diets in our communities (30 marks)**

- Accuracy in data analysis
- Interpretation, critical analysis, formulation of arguments and explanation of results
- Accuracy in developing table of results that is aligned to reported results
- Accuracy in use of supporting evidence
- Quality of writing and organisation of report.

#### **Part 4: Oral presentation (20 marks)**

The following criteria will be used by the Unit Coordinator and student peer reviewers to assess the oral presentation. 50% of marks (i.e., 10 marks) for the Oral Presentation will be contributed by peer reviewers. An online marking sheet will be provided to all students to enable peer review of oral presentations.

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

## Referencing Style

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

## Submission

No submission method provided.

## Learning Outcomes Assessed

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

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem