



NUTR28001 Food and Nutrition Services in Practice

Term 2 - 2024

Profile information current as at 12/07/2025 05:31 pm

All details in this unit profile for NUTR28001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will learn advanced concepts associated with food and nutrition services and explore the issues, skills and current knowledge of food preparation and production in nutrition services. This includes exploring and evaluating food preparation and production, quality and safety control, legislation and regulation policies, and management theories that underpin food service in nutrition settings.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: Enrolment into CL88 Master of Nutrition and Dietetics or enrolment into CG93 Pre-Dietetics or Clinical Nutrition majors and completion of 120cp.

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

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Case Study**

Weighting: 20%

3. **Online Test**

Weighting: 50%

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.

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.

Feedback

Including additional resources and discussion of real-world food service scenarios may further assist with learning.

Recommendation

Review of current food service literature to include further examples of innovative and novel food service practises and resources.

Unit Learning Outcomes

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

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

Learning outcomes of this unit are linked to the following domains of the 2015 Dietitian Association of Australia's (DAA) National Competency Standards for Dietitians in Australia:

- Domain 1: Practises professionally
- Domain 2: Positively influences the health of individuals, groups and/or populations to achieve nutrition outcomes.
- Domain 3: Applies critical thinking and integrates evidence into practice


Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•			•
2 - Case Study - 20%		•	•	
3 - Online Test - 50%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anna Vassallo Unit Coordinator

a.vassallo@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

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

Week 2 - 15 Jul 2024

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

Week 3 - 22 Jul 2024

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

Week 4 - 29 Jul 2024

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

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food services and customer requirements	Online reading material available on the unit Moodle page	Tutorial: discussion of week 4 learning activities (online Zoom session, details will be provided on the unit Moodle page)

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Food service policy and legislation	Online reading material available on the unit Moodle page	Tutorial: discussion of week 5 learning activities (online Zoom session, details will be provided on the unit Moodle page)
Written Assessment Due: Week 6 Monday (19 Aug 2024) 5:00 pm AEST		

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food distribution systems	Online reading material available on the unit Moodle page	Tutorial: discussion of week 6 learning activities (online Zoom session, details will be provided on the unit Moodle page).

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Food and culture	Online reading material available on the unit Moodle page	Tutorial: discussion of week 7 learning activities (online Zoom session, details will be provided on the unit Moodle page).

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Over and Under Nutrition	Online reading material available on the unit Moodle page	Tutorial: discussion of week 8 learning activities (online Zoom session, details will be provided on the unit Moodle page)

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Community food provision	Online reading material available on the unit Moodle page	Tutorial: discussion of week 9 learning activities (online Zoom session, details will be provided on the unit Moodle page)
Case Study Due: Week 10 Monday (16 Sept 2024) 5:00 pm AEST		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Other food provision	Online reading material available on the unit Moodle page	Tutorial: discussion of week 10 learning activities (online Zoom session, details will be provided on the unit Moodle page)

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review week	Online reading material available on the unit Moodle page	Tutorial: discussion of week 11 and 12 learning activities (online Zoom session, details will be provided on the unit Moodle page)
Online Test Due: Week 12 Friday (4 Oct 2024) 5:00 pm AEST		

Review/Exam Week - 07 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 Written Assessment

Assessment Type

Written Assessment

Task Description

Identify a family member or friend who has spent at least 1 day in a care facility and received at least two main meals at the facility within the last 5 years, who is willing to participate in an interview about the food they consumed while at the facility. Care facilities can be hospitals, aged care homes, nursing home and live-in rehabilitation centres. Please contact the unit coordinator for assistance if you are having difficulty identifying someone to interview.

Conduct an interview, either in person, over the phone, or using web conferencing, and ask pre-prepared questions. A list of suggested questions is included in the Unit Assessment guide on the unit Moodle page. You should also be prepared to ask additional questions to get a greater level of detail if deemed appropriate.

You will need to determine the type of food production method used (cook-chill, cook-freeze or cook- fresh) at the care facility that your interviewee attended. This can often be found on the care facility's internet page. In some instances, a phone call to the facility to seek this information may be required.

Conduct research, using the scientific and grey literature in relation to the type of food production method that your

interviewee's care facility uses. You will need to establish the key advantages and limitations associated with the specified food production method. You will also need to investigate the other two types of food production methods also using the scientific literature to allow a comparison of the different types of methods.

You are then to compile the information gathered from your research about food production methods and the responses from your interviewee to produce a magazine article. The magazine article needs to be written using engaging scientific language. The magazine article is for the intended inclusion in a reputable scientific magazine, read by a professional audience.

The report should include the following:

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

Assessment Due Date

Week 6 Monday (19 Aug 2024) 5:00 pm AEST

Return Date to Students

Week 8 Monday (2 Sept 2024)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Rubric categories are as follows;

- Introduction of topic and themes covered in the magazine article
- Background relating to the food production method used at the care facility of the interviewee
- Food production method used at interviewee's care facility, including advantages and limitations of method
- Exploration of other food production methods not used by interviewee's care facility.
- Comparison of food production methods
- Integration of interviewee's experience at the care facility in relation to food provision with the literature
- Summary of an ideal food production method for a care facility
- Formatting
- Written expression
- Referencing and Appendix

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

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

2 Case Study

Assessment Type

Case Study

Task Description

You are the manager of the food service department of a 100-room low-care aged care facility in a rural location, that provides long-term stay for people over the age of 65 years. You are passionate about providing the patients with foods that they are likely to consider to be culturally acceptable, flavoursome, without compromising nutrition. You are also mindful of the facility's budgetary constraints and that the facility does not want to extend the food budget without very good reason.

There has been very little change to the meals that are available to residents over the last 10 years. The facilities General Practitioner (GP) weighs the residents monthly and she has reported to the facility manager that most residents seem to be rapidly gaining weight. You and your team would like to contribute to providing better meals and snack options for the residents.

You have been asked by the facility's manager to provide a report about the changes you propose to enable a better suited menu. You have decided to choose one of the standard days from the current set menu and propose (with justification) the changes you would like to make to the foods provided, based on the general needs and demographics of current residents.

Task Description

You will need to complete the template provided and a written report to Moodle by Monday 18th September 5:00pm AEST.

Use the following information to complete the task.

1-day meal plan from the standard set menu

Breakfast: 1 cup of Cornflakes with low fat milk

Morning Tea: 1 cup canned mixed fruit in syrup, Chocolate chip cookie, Tea/coffee

Lunch: 4 fried spring rolls, hot chips, small salad and soft drink of choice

Afternoon Tea: Tea/coffee, Arnott's assorted sweet biscuits

Dinner: Scrambled eggs with cheese, 2 rashers of fried bacon, 2 slices of white bread with butter and grilled tomatoes

Supper: Sponge cake with custard, Tea/coffee

Current general demographic of the 100 residents living in the low-care facility

- Average age: 76 years of age, mostly good dentition, and good general health
- Religion of residents: 35% Christian, 25% Muslim, 20% Hindu, 20% no religion stated

This task will require you to use the following internet web-based databases.

Ø Australian Dietary Guidelines

Ø The Australian Food Composition Database

<https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx>

To determine the energy and macronutrient content of the current 1-day meal plan as well as your proposed 1-day meal plan for your case study

Ø Coles online or Woolworths online

<https://shop.coles.com.au/a/national/everything/search/coles%20online>

<https://www.woolworths.com.au/>

To determine the cost of the current 1-day meal plan as well as your proposed 1-day meal plan.

Ø The Food Safety standards (Australian)

<https://www.foodstandards.gov.au/industry/safetystandards/pages/default.aspx>

In particular, Chapter 3, Standard 3.2.2, 3.2.3, 3.3.1

To view the current Food Safety Standards in Australia that all facilities must comply

Ø Healthy food and drinks, a better choice, Queensland Government

https://www.health.qld.gov.au/_data/assets/pdf_file/0042/908889/abc-strategy.pdf

Suggested approach to gather information required for this task

1. Use an online supermarket internet site to determine the cost of the 1-day meal plan
2. Use the Australian Food Composition Database to determine the energy and macronutrient content of the 1-day meal plan
3. Use the Queensland Health “Healthy Food & drinks a better choice”, Australian Dietary Guidelines and Australian guide to healthy eating, to determine the proportion of green, amber and red foods in the 1-day meal plan
4. Once you have developed an alternative suggested proposed 1-day meal plan, you will need to complete steps 1. – 3. with the new proposed meal plan
5. Investigate the different considerations between food service in a rural area versus a metropolitan area

The 1000-word report should include the following;

- Introduction of the facility’s residents and priorities/considerations for the food service department when choosing meals for residents
- A description of why the current set menu is not appropriate for the facility in relation to current Queensland Health guidelines (traffic light system) and nutrition for the residents.
- The proposed changes to the set menu with justification in relation to the facility’s demographic profile, Queensland Health government guidelines (A Better Choice) and the facility’s budgetary constraints.
- How the proposed changes will comply with the Australian Food Safety standards (choose at least two requirements for discussion in the presentation, Chapter 3 of the FSANZ Food Standards Code)
- Describe how the proposed 1-day menu has considered that the facility is placed in a semi-rural area. This will require a brief description of how a regional/rural facility’s differ from a metropolitan facility, especially in relation food service
- A strong conclusion summarising why the management team should reconsider the food available to residents
- Referencing, both in-text citations and a reference list is required
- Please note: Calculations are needed to be shown when determining the nutritional composition of the current set menu and the proposed menu. You will also need to clearly describe the suggested proposed menu. These may be placed in the Appendix.

Assessment Due Date

Week 10 Monday (16 Sept 2024) 5:00 pm AEST

Return Date to Students

Week 12 Monday (30 Sept 2024)

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

Marking rubric will be split into 2 sections and multiple categories.

Section 1. Template

Categories:

- Food considerations provided in relation to residents’ demographic profile, religion and culture
- Proposed 1-day meal plan to accommodate case study’s food preferences and requirements
- Energy and macronutrient requirements of case study compared to current 1-day meal plan and proposed 1-day meal plan
- Cost of current versus proposed 1-day meal plan

Section 2. Written report

Categories:

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

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

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

3 Online Test

Assessment Type

Online Test

Task Description

The end of term Online Test will cover unit content from all weeks (weeks 1 to 12) and will consist of two parts:

- Part A will include short answer questions on weekly content.
- Part B will include several case studies and you will be required to answer questions relevant to those case studies.

Your test is to be presented in your own words and not a result of collaboration with other students. Any identified cases of potential collusion will result in a breach of academic integrity case being raised.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 5:00 pm AEST

The End of Term Online Test opens Thursday 3 October at 5:00pm AEST and closes Friday 4 October at 5:00pm. Please refer to your unit Moodle page for further information.

Return Date to Students

Review/Exam Week Friday (11 Oct 2024)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

1. You will have one (1) attempt at this assessment. You will be allowed 135 minutes (2.25 hours) to complete the assessment.
2. The End of Term Online Test consists of two parts – A and B.
3. Part A is worth forty (40) marks and consists of TWENTY (20) questions.
4. Part B is worth eighty (80) marks and consists of questions related to four (4) case studies.
 - There are four (4) case studies, each of which is worth a total of twenty (20) marks. Each case study will have multiple questions associated with it which must be answered within the context of the specific case

- study.
- All case studies and relevant questions must be completed.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?

**Be Honest**

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

**Seek Help**

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

**Produce Original Work**

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