



NUTR28003 Nutrition Assessment in Practice

Term 2 - 2024

Profile information current as at 13/07/2025 05:34 pm

All details in this unit profile for NUTR28003 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 builds on your prior learning in the areas of nutrition, biochemistry and physiology and applies this in the context of nutritional assessment. In this unit, you will develop an understanding of nutritional assessment, lifespan nutrition and the relationship between nutrition and disease across specific stages of the lifespan. You will also perform nutritional assessment to evaluate nutritional status of individuals.

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 108cp.

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

- Mixed Mode
- 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 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. **Practical Assessment**

Weighting: 30%

3. **Examination**

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 coordinator's 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 and the residential school activities.

Feedback from The unit coordinator's 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

The inclusion of additional engagement activities and real-world case studies may assist with a deeper understanding of nutrition assessment in practice.

Unit Learning Outcomes

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

1. Evaluate the impacts of food and nutrition factors on human health and disease across all stages of the lifespan
2. Perform nutritional assessment to evaluate nutritional status of individuals
3. Critically discuss nutrient requirements which impact specific stages of the lifespan
4. Research and critically review evidence for the role of food and nutrition in human health.

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 outcome
- Domain 4: Collaborates with clients and stakeholders

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 - Practical Assessment - 30%		•		
3 - Examination - 40%	•		•	

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

NUTR28003

Prescribed

FOOD AND NUTRITION THROUGHOUT LIFE

(2015)

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

Allen & Unwin

Crows Nest, Sydney, NSW, Australia

ISBN: 9781743316757

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing 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 Nutrition Assessment 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

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition Assessments	Supplementary resources will be provided via Moodle	Online tutorial: Foundation Knowledge (details will be provided on the unit Moodle page)

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
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 - 05 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)

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
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 - 26 Aug 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)

Week 8 - 02 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) Food, Nutrition and Health of Australians Due: Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Week 9 - 09 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 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health	Chapter 19 of prescribed textbook	Online tutorial: Indigenous Populations (details will be provided on the unit Moodle page) Residential School , Tuesday 17 September Assessment Task 2 Observational Assessment during Residential School, Tuesday 17 September

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Review Week

Online tutorial: Mental Health (details will be provided on the unit Moodle page)

Assessment Task 2 Workbook Due Tuesday 24 September

Practical Assessment Due: Week 11 Tuesday (24 Sept 2024) 11:45 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Residential School

This unit includes a mandatory one-day residential school which is associated with Assessment 2, Practical Assessment. The residential school will be held in Week 10 (Tuesday 17 September) at our Rockhampton campus. More information will be provided on the unit Moodle page.

Student Communications:

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

Assessment Tasks

1 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) 11:59 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

- Critically discuss nutrient requirements which impact specific stages of the lifespan
- Research and critically review evidence for the role of food and nutrition in human health.

2 Practical Assessment

Assessment Type

Practical Assessment

Task Description

You are required to attend a one-day practical session (residential school), on Week 10 Tuesday at the Rockhampton campus. This assessment task involves 1) an Observational Assessment AND 2) a Laboratory Workbook.

1) Observational Assessment (Pass/Fail assessment task):

At the residential school, you will be assessed on your knowledge, competence and skills in relation to Nutrition Assessment including a 24hr dietary recall and anthropometric measurements. You will be observed and evaluated by a trained nutritionist or dietitian. Details for this assessment task will be provided on the unit Moodle page.

2) Laboratory Workbook (Marked assessment task):

The workbook will contain tasks for your residential school. Some of these tasks can be completed during your residential school and some will require further research to be completed. You will have one (1) week from your residential school to submit your completed laboratory workbook (due, week 11 Tuesday at 5pm AEST).

Assessment Due Date

Week 11 Tuesday (24 Sept 2024) 11:45 pm AEST

1) Practical Assessment Due Week 10 Tuesday (during Residential School), 2) Laboratory Workbook Due Week 11 Tuesday at 5pm AEST

Return Date to Students

Week 12 Friday (4 Oct 2024)

1) Practical Assessment evaluations will be discussed during Residential School, 2) Laboratory Workbook results will be returned two weeks from due date.

Weighting

30%

Minimum mark or grade

50

Assessment Criteria

Details for practical assessment and laboratory workbook criteria will be provided on the unit Moodle page.

Referencing Style

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

Submission

Offline Online

Submission Instructions

1) Practical Assessment will be completed during residential school, 2) Laboratory Workbook will be submitted via Moodle page

Learning Outcomes Assessed

- Perform nutritional assessment to evaluate nutritional status of individuals

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Minimum mark or grade

50%

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Calculator - non-programmable, no text retrieval, silent only

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