

# NUT101 Introduction to Nutrition

**School:** School of Health - Nutrition and Dietetics

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course introduces you to the field of nutrition including a focus on nutrition practice and career pathways, how knowledge in nutrition is developed, the many ways healthy diets can be defined and major nutrition related issues affecting the Australian population. You will develop some basic nutrition knowledge, skills in assessing sources of nutrition information and explore potential career options and consider specialisation within the rest of your degree.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On-campus workshop	2hrs	Week 1	9 times
<b>Learning materials</b> – A combination of pre-recorded videos, readings and associated activities.	2hrs	Week 1	13 times
<b>Seminar</b> – Seminar introducing roles and career pathways in Nutrition and Dietetics.	1hr	Week 2	Once Only
<b>Information session</b> – Information session on course material and assessment tasks. The sessions will be held in the self-directed study weeks near assessment due dates and where public holidays impact on timetabling.	1hr	Week 5	3 times
<b>Fieldwork</b> – This nutrition practice experience is an opportunity for students to learn about volunteering across all areas of nutrition.	2hrs	Throughout teaching period (refer to Format)	Once Only

### 1.3. Course Topics

This course contains an introduction to nutrition practice, career pathways, nutrition science, the food system, and multiple information literacy topics.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Summarise and describe the quality and credibility of two sources of nutrition information.	Knowledgeable Creative and critical thinker
2 Understand appropriate search strategy use, accurately search for, and summarise scientific literature.	Creative and critical thinker Empowered
3 Identify the knowledge, skills and attributes required for future nutrition practice and relevant study pathways.	Creative and critical thinker Empowered
4 Report and reflect on scope of practice and professional development requirements for the nutrition profession.	Empowered
5 Describe cultural awareness and its importance in nutrition practice.	Knowledgeable Sustainability-focussed

### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

Enrolled in Program SC019, AB101, SC354

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

Formative feedback will be provided in workshops.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Individual	35%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Group	35%	2a. Formative - group agreement / plan; 2b. 6 minutes	Refer to Format	Online Submission
All	3	Examination - Centrally Scheduled	Individual	30%	120 minutes	Exam Period	Exam Venue

#### All - Assessment Task 1: Information literacy report

<b>GOAL:</b>	The goal of this task is to use a structured search strategy to acquire literature and present an annotated bibliography.																
<b>PRODUCT:</b>	Report																
<b>FORMAT:</b>	<p>You will be provided with a set of nutrition research questions. You will choose one of these research questions and its search strategy, undertake a search for scientific literature and produce an annotated bibliography.</p> <p>A template will be provided for structuring your report. The report will include your search strategy, search results, and annotated bibliography (including 5 entries).</p>																
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2	Present scientific literature accurately in the annotated bibliography	1															
3	Communicate clearly and concisely	2															
4	Organise and appropriately present the report	2															
<b>GENERIC SKILLS:</b>	Organisation, Information literacy																

### All - Assessment Task 2: Nutrition Information Source Presentation

<b>GOAL:</b>	The goal of this task is to use a structured process to evaluate the quality and credibility of nutrition information and communicate your findings in a narrated PowerPoint presentation (or similar).																
<b>PRODUCT:</b>	Activity Participation																
<b>FORMAT:</b>	<p>Submit: 2a Week 7; 2b Week 11.</p> <p>In this assessment task, you will be working in self-selected groups to prepare and present a short oral presentation (via a narrated PowerPoint or similar) that explains your findings from evaluating two sources of nutrition information.</p> <p>This task includes 2 components: Task 2a: As a group, you will develop a group agreement / plan using the provided template and submit this by week 7. This document should outline a plan of your narrated PowerPoint as well as a timeline which shows key tasks and allocation of tasks required to prepare the presentation. This is due in the week 7 tutorial and ungraded feedback will be given to each group.</p> <p>Task 2b: Your group will develop and submit a 6-minute narrated PowerPoint online. All students will be expected to contribute equally to the development and presentation of the narrated PowerPoint (or similar).</p>																
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2	Accurately use the critique framework	1															
3	Synthesise the findings of the critique framework to make a determination of the quality and credibility of the information	1															
4	Professional communication skills	1															
<b>GENERIC SKILLS:</b>	Communication, Applying technologies																

### All - Assessment Task 3: Reflective writing

<b>GOAL:</b>	The goal of this task is to produce two personal learning reflections based on concepts taught in this course. Relevant concept areas include: nutrition related roles, scope of practice, cultural awareness in nutrition practice and relevant knowledge, skills and attributes required by nutrition professionals.																
<b>PRODUCT:</b>	Examination - Centrally Scheduled																
<b>FORMAT:</b>	The exam will include using a structured reflective model to produce two independent reflections based on topics discussed in class.																
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2	Understand scope of practice	4															
3	Reflect on appropriate study and career pathways	4															
4	Understand knowledge, skills and attributes required by nutrition professionals	3 5															
<b>GENERIC SKILLS:</b>	Problem solving																

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not Applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)