

NUT201 Food Studies
School: School of Health - Nutrition and Dietetics

2026 | Trimester 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 unisc.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 principles of food science and will develop your critical thinking and application skills. You will learn about the chemical, physical and biological properties of food, and how these relate to food composition and sensory characteristics. Food processing, preparation and preservation will also be explored, focussing on techniques and the subsequent impact on food properties and nutrient content. This course will also introduce you using food composition databases for recipe analysis. The application of Australian food law will be a key theme throughout this course. Workshops focus on the practical application of theory and opportunities to expose students to a range of alternative, novel and culturally diverse foods.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Videos, readings and other self-directed activities provided as content completed in preparation for classes and content after classes to consolidate learning.	2.5hrs	Week 1	12 times
Laboratory 1 – On campus kitchen lab or practical workshop.	3hrs	Week 1	11 times
Information session – Online drop-in sessions for assessment and coursework information held in self-directed weeks 5 & 8.	1hr	Week 5	2 times

1.3. Course Topics

Sensory science and food evaluation

Classification and grouping of foods

Nutritional composition of food and analysis of foods using nutrition composition databases

Food components and their functional properties in foods and the impact of food production and processing on chemical, physical, nutritional and sensory properties

Food law in relation to composition, classification, production, processing and retailing (including food labelling, food safety and food handling)

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Explain common production and processing techniques for foods and beverages and their purpose.	Knowledgeable Empowered
2 Describe the impact that processing and preservation techniques have on physical, chemical, nutritional and sensory characteristics of a range of foods.	Creative and critical thinker Empowered Engaged
3 Identify and apply Australian food law in relation to food safety, composition, classification, production, processing and retailing for traditional, native and novel foods.	Knowledgeable Empowered
4 Describe the classification, composition and changes that occur over the lifespan of various foods.	Knowledgeable
5 Demonstrate effective and constructive feedback to peers on oral, and visual communication, using appropriate language, tone, and structure.	Engaged

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

SCI105

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

FSN201

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

It is assumed that students enter this course with a solid understanding of chemistry. It is expected that students are familiar with and able to use scientific literature in their coursework.

5.5. Microcredential Information

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

Early feedback will be provided through formative revision activities both in class and in the pre-class preparation activities. Students will receive ongoing formative feedback during practical 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	Artefact - Creative, and Oral	Individual	25%	10 minutes + mock packaging with label components as required.	Week 5	In Class
All	2a	Oral and Written Piece	Individual	40%	10 minute narrated video, presentation slides and the written transcript fully referenced.	Week 10	Online Submission
All	2b	Written Piece	Individual	5%	You will be allocated five peer presentations to evaluate.	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	120 minutes	Exam Period	Exam Venue

All - Assessment Task 1: Food Product Nutritional Analysis

GOAL:	The goal of this task is to develop skills in nutritional analysis, food product labelling, and understanding of FSANZ Food Standards Code.		
PRODUCT:	Artefact - Creative, and Oral		
AUTHORSHIP STATEMENT:			
FORMAT:	You will produce a nutritional analyse of a recipe for a new product including a mock packet design and explain your considerations in producing compliant label components for the product.		
CRITERIA:	No.		Learning Outcome assessed
	1	Interpret and apply food law/regulation in relation to the composition, classification, and labelling requirements for your food product.	3
	2	Conduct nutritional analysis of a recipe to produce a Nutrition Information Panel and explain the process taken.	2
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

All - Assessment Task 2a: A Paddock to Plate Food Journey

GOAL:	To investigate and apply knowledge of food production and processing to describe the paddock to plate journey of a food.												
PRODUCT:	Oral and Written Piece												
AUTHORSHIP STATEMENT:													
FORMAT:	In this task you will research the paddock to plate journey of a food. You will create and submit a video of your findings following the guidelines as outlined on the course Canvas site. You are also required to submit a copy of the slides and a transcript of the spoken text in the video that is fully referenced.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Identify and describe key processes in the production of the food</td><td>1</td></tr><tr><td>2</td><td>Explain the impact of key production processes on the sensory, chemical, physical and nutritional properties of a food in the context of the paddock to plate journey</td><td>2</td></tr><tr><td>3</td><td>Classify the food from paddock to plate with respect to the definition or compositional requirements (where relevant) according to the Food Standards Code and Australian Dietary Guidelines.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Identify and describe key processes in the production of the food	1	2	Explain the impact of key production processes on the sensory, chemical, physical and nutritional properties of a food in the context of the paddock to plate journey	2	3	Classify the food from paddock to plate with respect to the definition or compositional requirements (where relevant) according to the Food Standards Code and Australian Dietary Guidelines.	4
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3	Classify the food from paddock to plate with respect to the definition or compositional requirements (where relevant) according to the Food Standards Code and Australian Dietary Guidelines.	4											
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy												

All - Assessment Task 2b: Evaluation of paddock to plate journey

GOAL:	To provide constructive feedback of peer paddock to plate presentations.						
PRODUCT:	Written Piece						
AUTHORSHIP STATEMENT:							
FORMAT:	You will be provided with a template to guide you through peer evaluation of paddock to plate presentations.						
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Provide feedback on the paddock to plate journey of a food.</td><td>5</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Provide feedback on the paddock to plate journey of a food.	5
No.		Learning Outcome assessed					
1	Provide feedback on the paddock to plate journey of a food.	5					
GENERIC SKILLS:	Communication, Information literacy						

All - Assessment Task 3: Food Studies Exam

GOAL:	The goal of this task is to assess your knowledge of the classification, composition and changes that occur over in the variety of food and beverages.	
PRODUCT:	Examination - Centrally Scheduled	
AUTHORSHIP STATEMENT:		
FORMAT:	The exam will contain questions on all material covered in the course. The exam will be held in the centrally scheduled end-of-trimester exam period.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate knowledge of common production and preservation techniques for foods and beverages and evaluate the impact these techniques have on physical, chemical, nutritional and sensory characteristics. 1 2 4
	2	Interpret and recall knowledge of Australian food law in relation to a range of traditional, native and novel foods. 3
GENERIC SKILLS:	Problem solving, Organisation	

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

Covered shoes, apron, and hair tie for long hair are all requirements for participation in practical kitchen labs (in the workshops).

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)