

# NUT201 Food Studies

School: School of Health - Nutrition and Dietetics

2024 | 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 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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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	13 times
<b>Laboratory 1</b> – On campus kitchen lab or practical workshop.	3hrs	Week 1	11 times
<b>Information session</b> – 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 Evaluate 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.

## 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	Report	Individual	20%	1000 words	Week 5	Online Submission
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 13	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	35%	120 minutes	Exam Period	Exam Venue

#### All - Assessment Task 1: Food Product Report

<b>GOAL:</b>	The goal of this task is to develop skills in nutritional analysis, food product labelling, and understanding of FSANZ Food Standards Code.										
<b>PRODUCT:</b>	Report										
<b>FORMAT:</b>	You will produce a report (using a provided template) detailing the nutritional analyse of a recipe for a new product. A key component of the report is a mock packet design containing required label components for the product.										
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Interpret and apply food law/regulation in relation to the composition, classification, and labelling requirements for your food product.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Conduct nutritional analysis of a recipe to produce a Nutrition Information Panel and explain the process taken.</td> <td>2</td> </tr> </tbody> </table>	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	
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									

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

<b>GOAL:</b>	To investigate and apply knowledge of food production and processing to describe the paddock to plate journey of a food.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	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:	No.	Learning Outcome assessed
	1	Identify and describe key processes in the production of the food <span style="float: right;">1</span>
	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 <span style="float: right;">2</span>
	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. <span style="float: right;">4</span>

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

<b>GOAL:</b>	To provide constructive feedback of peer paddock to plate presentations.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will be provided with a template to guide you through peer evaluation of paddock to plate presentations.	
CRITERIA:	No.	Learning Outcome assessed
	1	Provide feedback on the paddock to plate journey of a food. <span style="float: right;">5</span>

#### All - Assessment Task 3: Food Studies Exam

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>FORMAT:</b>	The exam will contain questions on all material covered in the course. The exam will be held in the centrally scheduled end-of-semester 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. <span style="float: right;">1 2 4</span>
	2	Interpret and recall knowledge of Australian food law in relation to a range of traditional, native and novel foods. <span style="float: right;">3</span>

## 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%
- b. The course is graded using the Standard Grading scale
- c. You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 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)