

NUT303 Food, Nutrition and Menu Design

School: School of Health - Nutrition and Dietetics

2026 | Trimester 2

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 practical course will assist you in developing the skills required for designing, producing and evaluating menus for diverse population groups. In this course, you will take part in a combination of classroom activities and kitchen workshops. You will learn how to design, prepare and evaluate an appropriate menu and modify recipes for special dietary requirements, and be given an introduction to basic cookery skills which will enable you to cook and prepare foods that have high sensory appeal.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – A combination of pre-recorded videos, readings and associated activities. | 2hrs | Week 1 | 9 times |
| Information session – Kitchen induction and overview of the course. | 2hrs | Week 1 | Once Only |
| Tutorial/Workshop 1 – Application of learning materials. | 3hrs | Week 2 | 4 times |
| Tutorial/Workshop 2 – Kitchen practical. | 3hrs | Week 4 | 4 times |

1.3. Course Topics

- Menu design principles
- Culture and menu design
- Sensory perception and evaluation of foods
- Menu design and sustainability
- Qualitative and quantitative menu assessment
- Production systems and budgeting
- Food presentation and recipe modification
- Food safety

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Identify and critically analyse key nutritional and cuisine requirements of a specified target group. | Knowledgeable Empowered |
| 2 Design, prepare and evaluate a suitable menu for a specified target group considering key requirements, regulation and guidelines. | Knowledgeable Empowered Sustainability-focussed |
| 3 Demonstrate food preparation and presentation skills that result in food that exhibits high sensory appeal. | Empowered Engaged |
| 4 Devise, publish and justify the process for the development of an original recipe. | Knowledgeable Creative and critical thinker |
| 5 Analyse and justify menus and recipes using qualitative and quantitative methods. | Knowledgeable Creative and critical thinker |

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

(NUT300 or NUT202 or NUT203) and NUT201

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is assumed that students enter this course with a solid understanding of chemistry, food science, fundamental nutrition knowledge and dietary analysis. 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

Formative feedback will be provided in workshops for all tasks.

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 | 1a | Artefact - Professional | Group | 0% | 500 words | Week 4 | Online Submission |
| All | 1b | Artefact - Professional | Group | 40% | 2000 words | Week 10 | Online Submission |
| All | 2 | Artefact - Professional | Individual | 30% | 5 minutes | Week 7 | Online Assignment Submission with plagiarism check |
| All | 3 | Oral | Individual | 30% | 5 minutes duration | Week 12 | To be Negotiated |

All - Assessment Task 1a: Menu needs evaluation

| GOAL: | The goal of this formative task is to identify, evaluate and clearly communicate the diverse requirements of a specific population group in order to undertake and present a menu needs assessment. | | | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|--|---|--|--|
| PRODUCT: | Artefact - Professional | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | |
| FORMAT: | <p>Working as a group, you will undertake a needs assessment with consideration of the nutritional and cultural/cuisine requirements of your chosen scenario.</p> <p>You will present your findings in a 500-word summary. You will provide evidence from the literature that supports your identification and evaluation of the key nutrition and cultural/cuisine requirements of this group. You will be provided feedback that will inform your menu proposal.</p> | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identification and critical evaluation of the key nutritional requirements for the chosen scenario</td> <td>1</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Identification and critical evaluation of the key nutritional requirements for the chosen scenario | 1 | | |
| No. | | Learning Outcome assessed | | | | | | | |
| 1 | Identification and critical evaluation of the key nutritional requirements for the chosen scenario | 1 | | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving, Organisation | | | | | | | | |

All - Assessment Task 1b: Menu proposal

| GOAL: | The goal of this task is to develop an appropriate menu for a specified target group scenario. | | | | | | | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|--------------------------------------|---|---|--|---|---|--|---|
| PRODUCT: | Artefact - Professional | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | |
| FORMAT: | <p>Working as a group, you will produce a portfolio which will include a menu plan. Based on your needs evaluation, you will develop a culturally and nutritionally appropriate menu for your chosen scenario. The menu will be developed using the six principles of menu design: nutrition, culture and cuisine, sustainability, logistics, popularity and variety.</p> <p>Your menu report will include: A five-day menu plan with menu items (dishes/items) included and a qualitative analysis of the nutritional composition of your menu.</p> | | | | | | | | | | | | |
| CRITERIA: | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Appropriateness of the menu provided</td><td>2</td></tr><tr><td>2</td><td>Consideration of the six principles of menu design</td><td>2</td></tr><tr><td>3</td><td>Accurate qualitative analysis of the provided menu</td><td>5</td></tr></tbody></table> | No. | | Learning Outcome assessed | 1 | Appropriateness of the menu provided | 2 | 2 | Consideration of the six principles of menu design | 2 | 3 | Accurate qualitative analysis of the provided menu | 5 |
| No. | | Learning Outcome assessed | | | | | | | | | | | |
| 1 | Appropriateness of the menu provided | 2 | | | | | | | | | | | |
| 2 | Consideration of the six principles of menu design | 2 | | | | | | | | | | | |
| 3 | Accurate qualitative analysis of the provided menu | 5 | | | | | | | | | | | |
| GENERIC SKILLS: | Problem solving, Organisation | | | | | | | | | | | | |

All - Assessment Task 2: Recipe modification

| GOAL: | The goal of this task is to alter the nutritional composition of a recipe, justify the rationale for the modification and explain the impact on the sensory components. | | | | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|--|---|---|--|---|
| PRODUCT: | Artefact - Professional | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | |
| FORMAT: | Working individually, you will produce a narrated powerpoint that includes a recipe modification completed in class as part of one of the kitchen practical sessions. This will include an explanation of changes to the recipe, visual image of the completed recipe, justification for the recipe modification, impact on the nutritional composition and on the sensory appeal of the final product. | | | | | | | | | |
| CRITERIA: | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>You will be assessed on your ability to justify the modification to the recipe and impact on the nutritional composition</td><td>4</td></tr><tr><td>2</td><td>Ability to produce and present a modified recipe, and explain the impact of the change on the sensory appeal</td><td>3</td></tr></tbody></table> | No. | | Learning Outcome assessed | 1 | You will be assessed on your ability to justify the modification to the recipe and impact on the nutritional composition | 4 | 2 | Ability to produce and present a modified recipe, and explain the impact of the change on the sensory appeal | 3 |
| No. | | Learning Outcome assessed | | | | | | | | |
| 1 | You will be assessed on your ability to justify the modification to the recipe and impact on the nutritional composition | 4 | | | | | | | | |
| 2 | Ability to produce and present a modified recipe, and explain the impact of the change on the sensory appeal | 3 | | | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving | | | | | | | | | |

All - Assessment Task 3: Menu justification

| GOAL: | The goal of this task is to individually justify the rationale for your group menu proposal completed in Task 1. | | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|--|-----|--|
| PRODUCT: | Oral | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | |
| FORMAT: | You will individually provide a clear and well justified rationale for the menu. This will be conducted as an individual oral interview. | | | | | | | |
| CRITERIA: | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Ability to provide a clear and well justified rationale for the menu proposed in Task 1, including identification and critical evaluation of the key nutritional requirements for the chosen scenario.</td><td>2 5</td></tr></tbody></table> | No. | | Learning Outcome assessed | 1 | Ability to provide a clear and well justified rationale for the menu proposed in Task 1, including identification and critical evaluation of the key nutritional requirements for the chosen scenario. | 2 5 | |
| No. | | Learning Outcome assessed | | | | | | |
| 1 | Ability to provide a clear and well justified rationale for the menu proposed in Task 1, including identification and critical evaluation of the key nutritional requirements for the chosen scenario. | 2 5 | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving | | | | | | | |

7. Directed study hours

A 12-unit course will have a 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 kitchen labs.

Kitchen labs have all been assessed for level of risk and preventive strategies are in place to reduce the risk of any hazard occurring [see HAZNET assessment]. Management plans are in place to deal with the unlikely event of an accident occurring.

You will need to have access to an electronic device. If you do not have access to an electronic device, several will be available for use within 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](#)