

**NUT305 Food and the Consumer****School:** School of Health - Nutrition and Dietetics

2025 | Semester 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 [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 focuses on the unique interaction between the consumer and our food system, culture and food industry, both within Australia and globally. We explore the influence of culture on dietary patterns and international trends in food consumption, how the food system and food industry respond to consumer demand and discuss topical global nutrition issues. This course focuses on developing appropriate cross-cultural communication skills and critical evaluation of the literature and data for an evidence-based approach to nutrition science and practice.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Workshop	2hrs	Week 1	13 times
<b>Learning materials</b> – Pre-recorded videos, readings and associated activities.	3hrs	Week 1	13 times

**1.3. Course Topics**

- Domestic and International consumer trends and how the food system and food industry respond to these (globalisation, product development)
- The role of culture in food beliefs, social differentiation and identity
- International and national trends in food consumption and dietary patterns
- Food politics
- Current global nutrition issues including sustainability, hunger, malnutrition and nutrition transition
- Critical evaluation of the literature and data for an evidence based approach to nutrition science and practice

**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 Analyse and communicate respecting interactions between culture, food and identity.	Knowledgeable Empowered
2 Explain the interaction between the consumer and local, national and international food systems, and assess challenges that exist in balancing consumer demand with health, societal needs, population growth and environmental pressures.	Knowledgeable Creative and critical thinker
3 Identify and evaluate current strategies being used to address global nutrition issues.	Creative and critical thinker Engaged Sustainability-focussed
4 Design and present a business case for a new food product using recognised product development stages.	Creative and critical thinker Empowered
5 Critically evaluate literature and data to apply an evidence-based approach to nutrition science and practice.	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

(NUT102 or NUT211) and NUT205

#### 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 will understand the factors that influence food choice and basic nutrition principles.

### 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

Feedback will be provided in workshops for tasks 1 and 2. The workshops in weeks 10 and 11 will help students to prepare their submission for Task 3.

### 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	Written Piece	Individual	30%	1000 words	Week 5	Online Assignment Submission with plagiarism check
All	2a	Artefact - Creative	Group	25%	5 minutes	Week 8	Online Submission
All	2b	Written Piece	Individual	10%	10 peer film evaluations	Week 9	In Class
All	3	Oral and Written Piece	Individual and Group	35%	10 minutes and 500 words	Week 13	In Class

#### All - Assessment Task 1: Commentary piece

GOAL:	The goal of this task is to demonstrate your critical understanding of the interaction between the consumer and local, national and international food systems, as well as an understanding of the complexity of the challenges and tensions that exist in balancing consumer demand with health, societal needs, population growth and environmental pressures.		
PRODUCT:	Written Piece		
FORMAT:	You will be provided with a mock journal special issue call. You will research and develop a commentary piece that demonstrates your understanding of the interaction between consumers and the food system and the challenges that exist in balancing consumer demand with health, societal needs, population growth and environmental pressures. Your commentary piece will be collated with those developed by your peers into a document (mock journal issue) to be shared with first year nutrition students.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identify, describe and synthesise the interactions that occur between consumers and food systems	1 5
	2	Identify and critically discuss the challenges and tensions that exist in balancing the needs/desires of the consumer with health, societal, population and environmental issues	2 5
	3	Present information in a professional manner, follow instructions and use appropriate evidence.	1 2
GENERIC SKILLS:	Communication, Problem solving		

#### All - Assessment Task 2a: Global nutrition educational film

GOAL:	The goal of this task is to demonstrate your critical thinking skills by describing a current global nutrition issue and presenting your evaluation of a response to this issue in an engaging and audience appropriate educational format.																	
PRODUCT:	Artefact - Creative																	
FORMAT:	<p>As a member of a pair, you will design and create a 5 minute educational film that describes a key global nutrition issue and presents an evaluation of a current response to this issue. You are expected to use credible sources of information to develop your educational film. You will also analyse how cultural considerations and communication strategies have been implemented into the response and evaluate the suitability of these.</p> <p>Your film will be produced for a target audience of first year university students, and will be uploaded as a video file, in Week 8 (Task 2a).</p> <p>A NUT305 film festival will be held in class time in Week 9 in which you will be expected to attend and provide feedback on your peer's films (Task 2b).</p>																	
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Clearly identify and describe a current global nutrition issue and critically analyse a response to this</td><td>1 3 5</td></tr><tr><td>2</td><td>Present in a professional manner that is suitable for the target audience and medium used</td><td>3</td></tr><tr><td>3</td><td>Use appropriate, credible and current evidence</td><td>5</td></tr><tr><td>4</td><td>Analyse how cultural considerations and communication strategies have been implemented into the response and evaluate the suitability of these</td><td>1</td></tr></table>			No.		Learning Outcome assessed	1	Clearly identify and describe a current global nutrition issue and critically analyse a response to this	1 3 5	2	Present in a professional manner that is suitable for the target audience and medium used	3	3	Use appropriate, credible and current evidence	5	4	Analyse how cultural considerations and communication strategies have been implemented into the response and evaluate the suitability of these	1
No.		Learning Outcome assessed																
1	Clearly identify and describe a current global nutrition issue and critically analyse a response to this	1 3 5																
2	Present in a professional manner that is suitable for the target audience and medium used	3																
3	Use appropriate, credible and current evidence	5																
4	Analyse how cultural considerations and communication strategies have been implemented into the response and evaluate the suitability of these	1																
GENERIC SKILLS:	Collaboration, Problem solving																	

#### All - Assessment Task 2b: Peer evaluation

GOAL:	The goal of this task is to demonstrate your critical thinking skills by describing a current global nutrition issue and presenting your evaluation of a response to this issue in an engaging and audience appropriate educational format.		
PRODUCT:	Written Piece		
FORMAT:	A NUT305 film festival will be held in class time in Week 9 in which you will be expected to attend and provide feedback on your peer's films.		
CRITERIA:	No.		Learning Outcome assessed
	1	Clearly identify and discuss a current global nutrition issue	2
	2	Assess and articulate the current response to this global nutrition issue	2 3
	3	Present in a professional manner that is suitable for the target audience and medium used	2
	4	Use appropriate and credible sources of information	5
GENERIC SKILLS:			

### All - Assessment Task 3: Food product business case

<b>GOAL:</b>	The goal of this task is to create and present an engaging, evidence-based business case for the development of a new food product.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	<p>In your group, you will use recognised stages of product development to create a business case for a new food product. You will be expected to develop a brief, undertake market research on current food trends and develop a business plan that outlines design specification, sensory testing protocol, manufacturing specifications and strategies for quality control. You will also consider relevant food regulation requirements (FSANZ) and how front of pack labelling (FoPL) can be used for your product.</p> <p>In week 10 you will have the opportunity to submit a one- page outline of your proposed business case for formative (ungraded) feedback.</p> <p>You will give a 10-minute presentation on your business case (via PowerPoint or Prezi) to a panel of consumers and representatives from food industry in week 13. This will include your product design process. You will create a 500-word handout that accompanies your presentation. All students are expected to contribute equally to the presentation and handout, and in answering questions from the panel.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Accurately use recognised stages of product development to inform the business case	4
	2	Apply relevant food law to the food product	4
	3	Synthesise and present accurate and relevant market research data	4 5
	4	Confidently and accurately answer questions related to the business case	4
	5	Communicate professionally	4
<b>GENERIC SKILLS:</b>	Communication, 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

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)