

# NUT306 Nutrition Communication

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

2025 | Session 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*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

Nutrition professionals need the skills and knowledge to communicate effectively with the public, consumers, organisations and other professionals. This course will develop your understanding and application of marketing principles, strengths based- culturally sensitive communication, behaviour change theory and hone your information literacy skills. You will use a theory and evidence informed approach to develop and tailor nutrition communication content and delivery for a range of audiences. Practical opportunities will develop your ability as an engaging, ethical and culturally humble nutrition communicator.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus application learning activities	3hrs	Week 1	7 times
<b>Learning materials</b> – Online learning activities including videos, quizzes and readings.	1.5hrs	Week 1	7 times
<b>Fieldwork</b> – Nutrition communication market stall	3hrs	Week 4	Once Only
<b>Seminar</b> – Introduction to NUT306	1hr	Week 1	Once Only

### 1.3. Course Topics

- Goals of nutrition communication
- Foundational elements of effective nutrition communication (message, audience, medium)
- "Healthy conversations" for initiating strengths based, culturally sensitive communication
- Behaviours change theory (COM-B model)
- Health literacy and associated tools to promote effective nutrition communication
- Ethical considerations of communicating nutrition education messages on social media
- Marketing principles for nutrition communication

## 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?

6 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 Tailor nutrition communication to a range of audiences and media	Engaged Communication
2 Utilise health literacy tools to promote effective and culturally sensitive nutrition communication	Engaged Communication
3 Produce consumer friendly evidence and theory informed nutrition communications integrating marketing and ethical practice principles	Ethical Engaged Communication
4 Critically reflect on nutrition communication practice and identify ongoing skill development needs	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

NUT205 and (NUT300 or NUT202 or NUT203)

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

It is expected you will have a sound knowledge of food and nutrition science.

## 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

Students will be given feedback on their team plan for their stall in week 2. They will use this feedback to enhance their practical experience and be able to use the feedback to reflect on for task 1. Students will also be given feedback on their elevator speech in week 4 prior to their fieldwork and Assessment task 1. Feedback on the 1st assessment will be given prior to the second assessment piece completion. Students will be able to apply learnings from task 1 to task 2.

### 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	Plan	Group	0%	2 A4 pages	Week 2	Online Submission
All	1b	Activity Participation	Individual	0%	40 seconds	Week 4	In Class
All	1c	Practical / Laboratory Skills	Individual and Group	40%	1 market stall	Week 4	In Class
All	1d	Written Piece	Individual	20%	600 words	Week 5	Online Submission
All	2	Artefact - Creative	Group	40%	Minimum 2 minutes	Week 8	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1a: Abridge project plan

GOAL:	Produce an abridged project plan		
PRODUCT:	Plan		
FORMAT:	As a group (task 1), you will complete an abridged plan that summarises key planning information for the nutrition stall. This plan will demonstrate your group progress on developing 1) evidence informed nutrition content and 2) your understanding of the UniSC audience, and allow equitable allocation of tasks.		
CRITERIA:	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Goal, prioritised audience and key messages are clearly aligned.	1
	2	Uses theory and evidence to inform the plan (defining/understanding target audience; COM-B components; Key messages)	1
	3	Plans are practical and feasible.	1
GENERIC SKILLS:	Collaboration, Organisation		

#### All - Assessment Task 1b: Elevator speech and open-ended questions

GOAL:	To communicate a clear nutrition message and engage the audience in dialogue through open ended questions.		
PRODUCT:	Activity Participation		
FORMAT:	You will practice your prepared elevator speech and open-ended questioning with peers and staff.		
CRITERIA:	No.		Learning Outcome assessed
	1	Elevator speech aligns with selected audience preferences and priorities, states with clarity the key nutrition idea and message/s	1
	2	Planned questions are open-ended and relate to the key nutrition idea	1
GENERIC SKILLS:	Communication		

**All - Assessment Task 1c:** Communication assessment

<b>GOAL:</b>	To communicate a clear nutrition message to a university audience via a nutrition promotion event.		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	In groups, you will plan and implement a market stall. You will apply principles of nutrition communication to develop a stall to communicate a clear nutrition message. Individually, you will plan and deliver an elevator speech and utilise open-ended questions and tailor your nutrition message to connect with your audience. You will showcase professionalism and skills in nutrition communication.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Communicate a clear nutrition message via the market stall	1
	2	Tailor the market stall to a selected audience	1
	3	Communicates verbally a clear nutrition message tailored to the audience	1
	4	Display professionalism and use of appropriate non-verbal communication to engage the target audience	1
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Applying technologies		

**All - Assessment Task 1d:** Reflection artefact

<b>GOAL:</b>	To critically reflect on the experience of preparing for and engaging the community through a nutrition promotion event and identify areas for ongoing nutrition communication practice development.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	You will write a 600-word reflection (inclusive of photo evidence) describing your nutrition communication experience, evaluate learning gained and create an action plan for future growth in nutrition communication as per assessment instructions.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Describe practical skills and knowledge used in communicating nutrition information to the selected audience ('what')	4
	2	Evaluate the experience to identify learning ('so what')	4
	3	Develop an action plan for how to enhance or improve your nutrition communication in future practice ('now what')	4
	4	Convey ideas clearly, fluently in written and visual form	1
<b>GENERIC SKILLS:</b>	Communication, Problem solving		

## All - Assessment Task 2: Nutrition communication video

<b>GOAL:</b>	To create a strength based, evidence informed nutrition communication video for a selected audience and social media platform that integrates culturally sensitive communication, marketing and ethical practice principles.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	You will produce a nutrition communication video suitable for an identified target audience.  You will undertake a self-assessment of your video using the patient education materials assessment tool (PEMAT) to be submitted along with a rationale for your video.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Identify and use best available evidence to inform nutrition communication components	3
	2	Tailor a nutrition message/s to the medium and audience	1 3
	3	Convey ideas clearly and fluently in written and audiovisual form	1
	4	Prioritise and explain understandable, actionable, ethical key messages	2 3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Applying technologies		

## 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

Students will be required to attend an information session at the start of the semester on gathering evidence towards the development of identified national competency standards.

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

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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)