

# NUT408 Food Systems Practice

School: School of Health - Nutrition and Dietetics

2027 | Trimester 1

UniSC Sunshine Coast

**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 WIL course prepares you for professional dietetic practice through a supervised project focused on improving nutrition outcomes by influencing food systems. You will apply approaches that consider complex factors affecting nutrition and health, use a socio-ecological framework to develop strategies that enhance nutrition and health, and build partnerships with key stakeholders to assist in implementing plans that influence food intake and food systems. The course contributes to the minimum 100 days of professional placement required to meet Dietitians Australia Competency Standards.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Placement</b> – This placement will contribute toward the total 100 days of professional placement required to meet the Dietitians Australia National Competency and Accreditation Standards for Dietetic Education. An information session will be scheduled in the first 3 weeks of trimester where you will be provided formative feedback on professional competencies from the artefacts and tasks uploaded using the e-portfolio.	145hrs	Refer to Format	Not Yet Determined

### 1.3. Course Topics

Applied dietetic practice in a Work Integrated Learning setting.

## 2. What level is this course?

400 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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Dietitians Australia
1 Demonstrate safe, effective and culturally responsive professional practice that recognises the multi-factorial and interconnected determinants influencing nutrition and health	Engaged	1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.3.5, 1.4.4, 1.5.1, 1.5.2, 2.1.4, 2.3.1, 2.3.3, 2.3
2 Influence food systems and contribute to strategies that improve nutrition outcomes through evidence-based, sustainable and collaborative approaches.	Sustainability-focussed	2.3.1, 2.3.2, 2.3.3, 2.3
3 Display collaborative practice and peer support, and communicate appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds	Collaboration	4.1.1, 4.1.4, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3
4 Demonstrate ethical and professional practice in accordance with the dietetic student placement code of conduct	Ethical	1.1.1, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.1, 1.2
5 Assemble an e-portfolio that demonstrates competency as a graduate entry-level dietetic practitioner through alignment with the Dietitians Australia National Competency Standards.	Creative and critical thinker	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.3.1, 2.3.2, 2.3.3, 2.1, 2.2, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, 4.3.3, 4.1, 4.2, 4.3

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>DIETITIANS AUSTRALIA</b>	
1.1.2	Demonstrates safe practice: Shows a commitment to professional development and lifelong learning
1.1.3	Demonstrates safe practice: Consistently demonstrates reflective practice in collaboration with supervisors, peers and mentors
1.1.5	Demonstrates safe practice: Accepts responsibility for and manages, implements and evaluates own emotions, personal health and wellbeing
1.1.6	Demonstrates safe practice: Demonstrates flexibility, adaptability and resilience
1.3.5	Demonstrates leadership: Demonstrates initiative by being proactive and developing solutions to problems
1.4.4	Demonstrates management: Utilises relevant technology and equipment efficiently, effectively and safely
1.5.1	Demonstrates cultural safety and responsiveness: Acknowledges, reflects on and understands own culture, values, beliefs, attitudes, biases, assumptions, privilege and power at the individual and systems level, and their influence on practice
1.5.2	Demonstrates cultural safety and responsiveness: Works respectfully with diverse clients in choosing culturally safe and responsive strategies to suit the goals, lived experiences and environment of clients
1.1.1	Demonstrates safe practice: Operates within the individual's and the profession's scope of practice, seeks assistance and refers to other services as necessary

CODE	COMPETENCY
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| 1.1.4 | Demonstrates safe practice: Demonstrates professional conduct and accepts responsibility for own actions   |
| 1.2.1 | Demonstrates ethical and legal practice: Exercises professional duty of care in accordance with relevant codes of conduct, ethical requirements, and other accepted protocols  |
| 1.2.2 | Demonstrates ethical and legal practice: Demonstrates integrity, honesty and fairness  |
| 1.3.2 | Demonstrates leadership: Develops and maintains a credible professional role by commitment to excellence of practice   |
| 1.2.3 | Demonstrates ethical and legal practice: Prepares, stores and transmits accurate and timely documentation according to accepted standards  |
| 1.3.1 | Demonstrates leadership: Uses negotiation and conflict-resolution skills when required   |
| 1.3.3 | Demonstrates leadership: Seeks, responds to and provides effective feedback  |
| 1.3.4 | Demonstrates leadership: Participates in supervision, teaching and mentoring processes with peers, students and colleagues   |
| 1.3.6 | Demonstrates leadership: Advocates for the contribution that nutrition and dietetics can make to improve health, and for the value dietitians bring to organisations and society   |
| 1.3.7 | Demonstrates leadership: Identifies opportunities and advocates for change to the wider social, cultural and political environment to improve nutrition, food standards and the food system  |
| 1.3.8 | Demonstrates leadership: Recognises that whole systems — including health and education — are responsible for improving Aboriginal and Torres Strait Islander health, and collaborates with Aboriginal and Torres Strait Islander individuals and communities to advocate for social justice and health equity for Aboriginal and Torres Strait Islander peoples |
| 1.4.1 | Demonstrates management: Applies organisational, business and management skills in the practice of nutrition and dietetics   |
| 1.4.2 | Demonstrates management: Utilises outcomes-based systems and tools to evaluate and assure quality of practice based on agreed goals, and revises practice accordingly  |
| 1.4.3 | Demonstrates management: Identifies and assesses risks, incidents and errors, follows relevant protocols, and develops basic risk, incident and error management strategies for services   |
| 1.5.3 | Demonstrates cultural safety and responsiveness: Applies evidence- and strengths-based best practice approaches in Aboriginal and Torres Strait Islander health care, valuing Aboriginal and Torres Strait Islander ways of knowing, being and doing   |
| 1.5.4 | Demonstrates cultural safety and responsiveness: Acknowledge colonisation and systemic racism, social, cultural, behavioural, and economic factors which impact Aboriginal and Torres Strait Islander peoples' health outcomes and how this might influence dietetic practice and outcomes   |
| 1.1   | Professional Practice: Demonstrates safe practice  |
| 1.2   | Professional Practice: Demonstrates ethical and legal practice   |
| 1.3   | Professional Practice: Demonstrates leadership   |
| 1.4   | Professional Practice: Demonstrates management   |
| 1.5   | Professional Practice: Demonstrates cultural safety and responsiveness   |
| 2.1.4 | Adopts an evidence-based approach to dietetic practice: Applies problem-solving skills to create realistic solutions to nutrition problems or issues   |
| 2.3.1 | Influences food systems to improve the nutritional status of client: Applies an approach to practice that recognises the multi-factorial and interconnected determinants influencing nutrition and health  |
| 2.3.3 | Influences food systems to improve the nutritional status of client: Applies a socio-ecological approach to the development of strategies to improve nutrition and health  |
| 2.3.2 | Influences food systems to improve the nutritional status of client: Uses food legislation, regulations and standards to develop, implement and evaluate food systems and sustainability to maintain food safety   |
| 2.1.1 | Adopts an evidence-based approach to dietetic practice: Adopts a questioning and critical approach in all aspects of practice  |

**CODE    COMPETENCY**

- 2.1.2 Adopts an evidence-based approach to dietetic practice: Applies a highly developed knowledge of nutrition science, social science, behavioural science, health, disease, food, food preparation methods, food systems, and sustainability to tailor recommendations to improve health of clients
- 2.1.3 Adopts an evidence-based approach to dietetic practice: Systematically searches for, evaluates, interprets and applies findings from food, nutrition, dietetic, social, behavioural and education sciences into dietetic practice
- 2.2.1 Applies the nutrition care process based on the expectations and priorities of clients: Collects, analyses and interprets relevant health, medical, cultural, social, psychological, economic, personal, environmental, dietary intake, and food systems and sustainability data when assessing nutritional issues of clients
- 2.2.2 Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, makes appropriate nutrition diagnoses and identifies priority nutrition issues based on all available information
- 2.2.3 Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, Prioritises key issues, formulates goals and objectives, and prepares individualised, realistic goal- oriented plans
- 2.2.4 Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, uses client-centred counselling skills to negotiate and facilitate nutrition, behaviour and lifestyle change and empower clients with self-management skills
- 2.2.5 Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, systematically implements, evaluates and adapts nutrition care plans, programs and services
- 2.2.6 Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, facilitates advanced-care planning, discharge planning and referral to other services where appropriate, in accordance with jurisdictional legislation, policy or standards
- 2.1 Expert Practice: Adopts an evidence-based approach to dietetic practice
- 2.2 Expert Practice: Applies the nutrition care process based on the expectations and priorities of clients
- 2.3 Expert Practice: Influences food systems to improve the nutritional status of client
- 3.1.1 Conducts research, evaluation, and quality management processes: Identifies and selects appropriate research, evaluation and quality-management methods to advance the practice of dietetics
- 3.1.2 Conducts research, evaluation, and quality management processes: Applies ethical processes to research, evaluation, and quality management
- 3.1.3 Conducts research, evaluation, and quality management processes: Collects, analyses and interprets qualitative and quantitative research, evaluation, and quality management data
- 3.1.4 Conducts research, evaluation, and quality management processes: Accurately documents and disseminates research, evaluation, and quality-management findings
- 3.1.5 Conducts research, evaluation, and quality management processes: Translates the implications of research findings for dietetic practice, advocacy and key stakeholders
- 3.1 Research Practice: Conducts research, evaluation, and quality management processes
- 4.1.1 Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Demonstrates empathy and establishes trust and rapport to build effective partnerships with clients, other professionals, key stakeholders and partners
- 4.1.4 Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Translates technical information into practical messaging that can be easily understood and used by clients, other professionals, key stakeholders, partners, and members of the public
- 4.2.2 Builds capacity of and collaborates with others to improve nutrition and health outcomes: Identifies, builds partnerships with, and assists in implementing plans with key stakeholders who have the capacity to influence food intake and food systems

CODE	COMPETENCY
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4.2.3	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Displays effective active listening, interviewing and interpersonal skills to better understand perspectives of clients, other professionals, key stakeholders and partners to inform approaches and influence change
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4.3.1	Collaborates within and across teams effectively: Recognises and respects the diversity of other professionals' roles, responsibilities and competencies
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4.3.2	Collaborates within and across teams effectively: Participates in collaborative decision-making, shared responsibility, and shared vision within teams at an individual, organisational and systems level
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4.3.3	Collaborates within and across teams effectively: Guides and supports team members and peers
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4.1.2	Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Uses a range of communication methods to communicate clearly and concisely to a range of audiences, adapting or co-creating communication messages for specific audiences where appropriate
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4.1.3	Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Engages in culturally appropriate, safe and sensitive communication that facilitates trust and the building of respectful relationships with Aboriginal and Torres Strait Islander peoples
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4.2.1	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Shares information with and acts as a resource person for colleagues, community and other agencies
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4.2.4	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Applies the principles of marketing to promote healthy eating and influence dietary change
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4.2.5	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Empowers clients to improve their own health through engagement, facilitation, education and collaboration
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4.1	Collaborative Practice: Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds
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4.2	Collaborative Practice: Builds capacity of and collaborates with others to improve nutrition and health outcomes
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4.3	Collaborative Practice: Collaborates within and across teams effectively
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## 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

Enrolled in SC406 and completion of first 288 units of degree

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

### 6.2. Details of early feedback on progress

Regular formative feedback will be provided by the Placement Academic Supervisors on the progression of professional competencies from artefacts and tasks uploaded and completed in e-portfolio and through collaboration with the Project Placement Supervisor.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Placement performance	Individual	You will engage in a project placement of a duration designated by the NUT408 Course Coordinator and SC406 Bachelor of Dietetics (Honours) Program Coordinator that contributes to a minimum of 100 days of professional placement in total to meet the Dietitians Australia National Competency and Accreditation Standards for Dietetic Education.Placement dates may vary for each student dependent on placement allocations.	Throughout teaching period (refer to Format)	To be Negotiated
All	1a	Portfolio	Individual and Group	As guided by the placement supervisor.	Refer to Format	Online Submission
All	1b	Oral	Individual	The interview will be conducted on one of the final days of your NUT 408 Food Systems Placement.	Refer to Format	In Class
All	2	Code of Conduct	Individual	Trimester of enrolment - Placement dates may vary for each student dependent on placement allocations.	Throughout teaching period (refer to Format)	To be Negotiated

### All - Assessment Task 1: Placement Professional Competencies

<b>GOAL:</b>	You will demonstrate professional competencies as a dietitian that are relevant to planning, implementing and/or evaluating a nutrition program that considers the food system to improve the nutrition and health of groups and/or communities.																			
<b>PRODUCT:</b>	Placement performance																			
<b>FORMAT:</b>	You will work on a project under the supervision of an appropriately qualified dietitian. The Placement Academic Supervisor will notify you of the project you will undertake and workplace location. The specific competencies assessed will relate to the type of project you will undertake. These are based on the Dietitians Australia (DA) National Competency Standards. Demonstration of meeting competency will be assessed by the UniSC Placement Academic Supervisor and the Course Coordinator and will be determined based on feedback from the Project Placement (Workplace) Supervisor. This assessment task is part of Dietetics Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining DA competencies for dietetic practice. You will continue to add to your Portfolio throughout the final year of your program, providing a basis for collective decision-making on your progress and stimulating your own learning. You will receive feedback on your progression of your competencies. This will contribute to your final competency assessment for the Bachelor of Dietetics (Honours).																			
<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>Communicates and collaborates appropriately and in a culturally safe manner with individuals, groups, organisation and communities to build capacity and improve nutrition and health outcomes</td> <td>3</td> </tr> <tr> <td>2</td> <td>Applies evidenced-based decision making, problem solving and realistic solutions to project activities</td> <td>2</td> </tr> <tr> <td>3</td> <td>Accurately documents and disseminates project placement outcomes</td> <td>5</td> </tr> <tr> <td>4</td> <td>Demonstrates recognition of the multiple factors that influence food systems, health and nutrition</td> <td>2</td> </tr> <tr> <td>5</td> <td>Demonstrates safe, effective and culturally responsive dietetic practice</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Communicates and collaborates appropriately and in a culturally safe manner with individuals, groups, organisation and communities to build capacity and improve nutrition and health outcomes	3	2	Applies evidenced-based decision making, problem solving and realistic solutions to project activities	2	3	Accurately documents and disseminates project placement outcomes	5	4	Demonstrates recognition of the multiple factors that influence food systems, health and nutrition	2	5	Demonstrates safe, effective and culturally responsive dietetic practice	1	
No.		Learning Outcome assessed																		
1	Communicates and collaborates appropriately and in a culturally safe manner with individuals, groups, organisation and communities to build capacity and improve nutrition and health outcomes	3																		
2	Applies evidenced-based decision making, problem solving and realistic solutions to project activities	2																		
3	Accurately documents and disseminates project placement outcomes	5																		
4	Demonstrates recognition of the multiple factors that influence food systems, health and nutrition	2																		
5	Demonstrates safe, effective and culturally responsive dietetic practice	1																		
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																			

### All - Assessment Task 1a: Dietetic portfolio of professional competency

<b>GOAL:</b>	You will produce a project plan, artefacts and a self reflection of your experiences as guided by your supervisor and course coordinator, and dissemination your outcomes to relevant stakeholders. The purpose is to contribute to evidence towards the final assessment of your professional competencies. The e-portfolio will enable you to provide evidence to demonstrate that you have met the Dietitian Australia Professional Competency Standards as a graduate entry level dietetic practitioner at the completion of your degree.							
<b>PRODUCT:</b>	Portfolio							
<b>FORMAT:</b>	You will contribute to the learning e-portfolio during NUT408 placement, and upload placement artefacts, self-reflections, and relevant supervisor feedback forms. This assessment task is part of Dietetics Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice. Assessment task be completed throughout the placement and submitted the week after completion of the placement.							
<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>Demonstrates evidence towards competency development</td> <td>1 3 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrates evidence towards competency development	1 3 5	
No.		Learning Outcome assessed						
1	Demonstrates evidence towards competency development	1 3 5						
<b>GENERIC SKILLS:</b>	Collaboration, Organisation, Information literacy							

#### All - Assessment Task 1b: Placement interview

<b>GOAL:</b>	The purpose is to contribute evidence demonstrating your development towards the assessment of your professional competencies (Task 1).		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	A structured interview will be held with yourself, the Course Coordinator and a project supervisor. You will be asked to answer questions which align with the relevant DA competencies and draws on the evidence from this placement.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrates ability to collaborate in a team alongside peers	3
	2	Recognises ethical and professional boundaries	4
	3	Demonstrates development of relevant professional competencies	1 3 4 5
	4	Communicates effectively and professionally	3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

#### All - Assessment Task 2: Student Code of Conduct

<b>GOAL:</b>	This task enables you to become familiar with and demonstrate the code of conduct for your discipline and work within its guidelines during a work integrated learning (WIL) experience.		
<b>PRODUCT:</b>	Code of Conduct		
<b>FORMAT:</b>	You are required to complete a professional placement of a duration designated by the NUT408 Course Coordinator and SC406 Bachelor of Dietetics (Honours) Program Coordinator that contributes to a minimum of 100 days of professional placement in total to meet the Dietitians Australia National Competency and Accreditation Standards for Dietetic Education. To be eligible to pass this course, you are required to complete this placement satisfactorily according to assessment criteria. The Placement Academic Supervisor and Course Coordinator, in collaboration with your Placement Workplace Supervisor, will evaluate your performance. If you fail to meet the Student Code of Conduct, you may fail the course and can be withdrawn from the workplace immediately, as per the UniSC Workplace and Industry Placement - Procedures.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Behaviour that is in accordance with the Student Code of Conduct	4
	2	Completion of required days of placement (as per your assigned placement roster)	4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving		

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>NATIONAL COMPETENCY STANDARDS FOR DIETITIANS IN AUSTRALIA (2021)</b>				
	Code of Conduct	Student Code of Conduct	1.1.1	Assessed
			1.1.4	Assessed
			1.2.1	Assessed
			1.2.2	Assessed
			1.3.2	Assessed
			1.1.1	Assessed
			1.1.2	Assessed
			1.1.3	Assessed
			1.1.4	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.1.5	Assessed
			1.1.6	Assessed
			1.2.1	Assessed
			1.2.2	Assessed
			1.2.3	Assessed
			1.3.1	Assessed
			1.3.2	Assessed
			1.3.3	Assessed
			1.3.4	Assessed
			1.3.5	Assessed
			1.3.6	Assessed
			1.3.7	Assessed
			1.3.8	Assessed
			1.4.1	Assessed
			1.4.2	Assessed
			1.4.3	Assessed
			1.4.4	Assessed
			1.5.1	Assessed
			1.5.2	Assessed
			1.5.3	Assessed
			1.5.4	Assessed
	Oral	Placement interview	2.1.1	Assessed
			2.1.2	Assessed
			2.1.3	Assessed
			2.1.4	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
			2.2.3	Assessed
			2.2.4	Assessed
			2.2.5	Assessed
			2.2.6	Assessed
			2.3.1	Assessed
			2.3.2	Assessed
			2.3.3	Assessed
			3.1.1	Assessed
			3.1.2	Assessed
			3.1.3	Assessed
			3.1.4	Assessed
			3.1.5	Assessed
			4.1.1	Assessed
			4.1.2	Assessed
			4.1.3	Assessed
			4.1.4	Assessed
			4.2.1	Assessed
			4.2.2	Assessed
			4.2.3	Assessed
			4.2.4	Assessed
			4.2.5	Assessed
			4.3.1	Assessed
			4.3.2	Assessed
			4.3.3	Assessed
			1.1.1	Assessed
			1.1.2	Assessed
			1.1.3	Assessed
			1.1.4	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Placement performance	Placement Professional Competencies	1.1.5	Assessed
			1.1.6	Assessed
			1.2.1	Assessed
			1.2.2	Assessed
			1.2.3	Assessed
			1.3.1	Assessed
			1.3.2	Assessed
			1.3.3	Assessed
			1.3.4	Assessed
			1.3.5	Assessed
			1.3.6	Assessed
			1.3.7	Assessed
			1.3.8	Assessed
			1.4.1	Assessed
			1.4.2	Assessed
			1.4.3	Assessed
			1.4.4	Assessed
			1.5.1	Assessed
			1.5.2	Assessed
			1.5.3	Assessed
			1.5.4	Assessed
			2.1.1	Assessed
			2.1.2	Assessed
			2.1.3	Assessed
			2.1.4	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
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			2.2.5	Assessed
			2.2.6	Assessed
			2.3.1	Assessed
			2.3.2	Assessed
			2.3.3	Assessed
			3.1.4	Assessed
			3.1.5	Assessed
			4.1.1	Assessed
			4.1.2	Assessed
			4.1.3	Assessed
			4.1.4	Assessed
			4.2.2	Assessed
			4.2.3	Assessed
			4.2.5	Assessed
			4.3.1	Assessed
			4.3.2	Assessed
			4.3.3	Assessed
			1.1.1	Assessed
			1.1.2	Assessed
			1.1.3	Assessed
			1.1.4	Assessed
			1.1.5	Assessed
			1.1.6	Assessed
			1.2.1	Assessed
			1.2.2	Assessed
			1.2.3	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.3.1	Assessed
			1.3.2	Assessed
			1.3.3	Assessed
			1.3.4	Assessed
			1.3.5	Assessed
			1.3.6	Assessed
			1.3.7	Assessed
			1.3.8	Assessed
			1.4.1	Assessed
			1.4.2	Assessed
			1.4.3	Assessed
			1.4.4	Assessed
			1.5.1	Assessed
			1.5.2	Assessed
			1.5.3	Assessed
			1.5.4	Assessed
	Portfolio	Dietetic portfolio of professional competency	2.1.1	Assessed
			2.1.2	Assessed
			2.1.3	Assessed
			2.1.4	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
			2.2.3	Assessed
			2.2.4	Assessed
			2.2.5	Assessed
			2.2.6	Assessed
			2.3.1	Assessed
			2.3.2	Assessed
			2.3.3	Assessed
			3.1.1	Assessed
			3.1.2	Assessed
			3.1.3	Assessed
			3.1.4	Assessed
			3.1.5	Assessed
			4.1.1	Assessed
			4.1.2	Assessed
			4.1.3	Assessed
			4.1.4	Assessed
			4.2.1	Assessed
			4.2.2	Assessed
			4.2.3	Assessed
			4.2.4	Assessed
			4.2.5	Assessed
			4.3.1	Assessed
			4.3.2	Assessed
			4.3.3	Assessed

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Roger Hughes	2010	Practical Public Health Nutrition	n/a	John Wiley & Sons

## 8.2. Specific requirements

Students are expected to familiarise themselves with the timing and length of placements in the program and plan for these accordingly. Occasionally, placements will require students to work outside normal business hours and it is likely that some placements will occur away from the Sunshine Coast.

Students should prepare to undertake placements outside the local geographical area. This includes planning for times when you may not be able to engage in paid employment and for the cost of travel, living and accommodation expenses.

Students are required to wear a UniSC student dietitian uniform and badge when completing placement.

Costs related to travel, accommodation, uniform and other expenses incurred to attend placement are the student's responsibility. Students are required to comply with all mandatory requirements to be eligible for placement.

## 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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

This course contributes to the minimum of 100 days of professional placement in total to meet the Dietitians Australia National Competency and Accreditation Standards for Dietetic Education. You must meet the requirement of the number of standard work days (6-8 hours) as per the placement allocation.

### 10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

### 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)