

NUT602 Healthy Food Systems**School:** School of Health - Nutrition and Dietetics

2025 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

Please go to 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 is not offered until Semester 1, 2025.

In this course you will engage in collaborative action and advocacy for food system transformation. Using a socioecological approach, you will apply principles of sustainability to improve nutrition, health and livelihoods of diverse populations. You will learn about the nuances and interrelationships between dimensions of sustainability and the trade-offs between these for building healthy, sustainable and resilient food systems.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| ONLINE | | | |
| Learning materials – A combination of pre-recorded videos, readings and associated activities | 2hrs | Week 1 | 13 times |
| Tutorial/Workshop 1 – Online | 2hrs | Week 1 | 13 times |

1.3. Course Topics

- Systems theory and thinking
- Food systems and sustainability
- Approaches and strategies for food system transformation
 - Climate change
 - Food and nutrition security
 - Livelihoods
 - Social justice
 - Alternative food production systems
- Food systems and community and individual health outcomes
- Measurement and indicators of food system transformation

2. What level is this course?

600 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 Coordinate collaborative advocacy for food system transformation. | Empowered | 1.1, 1.3, 3.1 |
| 2 Apply a socioecological approach to improve nutrition and health of culturally diverse populations. | Sustainability-focussed | 2.3 |
| 3 Integrate principles of sustainability to inform strategies for complex food system transformation | Knowledgeable Creative and critical thinker Sustainability-focussed | 2.1 |
| 4 Examine personal and professional knowledge, practices and identity with civic engagement priorities and suggest strategies to enhance future practice | Creative and critical thinker Empowered | |

* Competencies by Professional Body

| CODE | COMPETENCY |
|----------------------|--|
| DIETITIANS AUSTRALIA | |
| 1.1 | Professional Practice: Demonstrates safe practice |
| 1.3 | Professional Practice: Demonstrates leadership |
| 2.1 | Expert Practice: Adopts an evidence-based approach to dietetic practice |
| 2.3 | Expert Practice: Influences food systems to improve the nutritional status of client |
| 3.1 | Research Practice: Conducts research, evaluation, and quality management processes |

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

NUT500 and enrolled in MC001

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 have prior knowledge of determining public health nutrition priorities of diverse population groups.

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 receive continual feedback throughout regular workshops over Semester. Students will also receive feedback from an early summative piece of assessment (Task 1a) to inform future assessments.

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 | Written Piece | Group | 15% | 2000 words | Week 4 | Online Assignment Submission with plagiarism check |
| All | 1b | Artefact - Creative, and Written Piece | Group | 45% | 3000 words | Week 10 | Online Assignment Submission with plagiarism check |
| All | 2 | Oral and Written Piece | Individual | 40% | 2500 words and 15 minute presentation | Week 13 | Online Assignment Submission with plagiarism check |
| All | 4 | Portfolio | Individual | 0% | You will produce evidence of professional competencies throughout this course. These will be uploaded to your competency portfolio. | Throughout teaching period (refer to Format) | Online ePortfolio Submission |

All - Assessment Task 1a: Project brief

| | | | |
|-----------------|---|---|---------------------------|
| GOAL: | The goal of this task is to determine a plan for your project in response to the provided scenario. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | In this group assignment you will create a summary of the provided issue, and a project plan that can engage relevant stakeholders and collaborators. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrates knowledge of the socioecological approach | 2 |
| | 2 | Identifies the role of sustainability in strategies to transform food systems | 3 |
| | 3 | Works collaboratively to formulate a plan to transform a food system | 1 |
| | | | |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving | | |

All - Assessment Task 1b: Food system audit

| GOAL: | The goal of this task is to apply the socioecological model, principles of sustainability and advocacy strategies to identify areas for change within the food system. | | | | | | | | | | | | | |
|------------------------|---|---------------------------|--|---------------------------|---|---|---|---|---|-----|---|---|---|--|
| PRODUCT: | Artefact - Creative, and Written Piece | | | | | | | | | | | | | |
| FORMAT: | Create an audit of the food system that influences food provision practices of community relevant to the scenario provided, and identify local system level solutions to contribute to creating an environment that supports health and sustainability. | | | | | | | | | | | | | |
| CRITERIA: | <table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Coordination of relevant key stakeholders and collaborators within food system.</td><td>1</td></tr> <tr> <td>2</td><td>Priority areas within food system to address identified issue consider principles of sustainability and the socioecological approach.</td><td>2 3</td></tr> <tr> <td>3</td><td>Strategies to address the identified issue recognise the needs of culturally diverse populations.</td><td>2</td></tr> </table> | No. | | Learning Outcome assessed | 1 | Coordination of relevant key stakeholders and collaborators within food system. | 1 | 2 | Priority areas within food system to address identified issue consider principles of sustainability and the socioecological approach. | 2 3 | 3 | Strategies to address the identified issue recognise the needs of culturally diverse populations. | 2 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | |
| 1 | Coordination of relevant key stakeholders and collaborators within food system. | 1 | | | | | | | | | | | | |
| 2 | Priority areas within food system to address identified issue consider principles of sustainability and the socioecological approach. | 2 3 | | | | | | | | | | | | |
| 3 | Strategies to address the identified issue recognise the needs of culturally diverse populations. | 2 | | | | | | | | | | | | |
| GENERIC SKILLS: | Collaboration, Problem solving, Applying technologies, Information literacy | | | | | | | | | | | | | |

All - Assessment Task 2: Strategy plan

| GOAL: | The goal of this task is to present an approach to address the provided nutrition issue. In this task you will consider the needs of culturally diverse communities, the socioecological model, and sustainability. | | | | | | | | | | | | | | | | |
|------------------------|---|---------------------------|--|---------------------------|---|--|-----|---|---|-----|---|--|-----|---|--|---|--|
| PRODUCT: | Oral and Written Piece | | | | | | | | | | | | | | | | |
| FORMAT: | Unpack a selection of viable solutions identifying policy implications, advocacy priorities, and key relationships that need strengthening and strategies for evaluating impact of proposed solutions. As part of this task you will also personally reflect on how your identity and experiences influenced the approach to the issue provided. | | | | | | | | | | | | | | | | |
| CRITERIA: | <table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Knowledge of the socioecological approach and principles of sustainability</td><td>2 3</td></tr> <tr> <td>2</td><td>Strategies are relevant to the population of interest, and appropriately engage key stakeholders and collaborators.</td><td>1 2</td></tr> <tr> <td>3</td><td>The influence of personal identity and experiences on identified issues and strategies are identified.</td><td>1 2</td></tr> <tr> <td>4</td><td>Reflect and plan relevant strategies to enhance your future practice</td><td>4</td></tr> </table> | No. | | Learning Outcome assessed | 1 | Knowledge of the socioecological approach and principles of sustainability | 2 3 | 2 | Strategies are relevant to the population of interest, and appropriately engage key stakeholders and collaborators. | 1 2 | 3 | The influence of personal identity and experiences on identified issues and strategies are identified. | 1 2 | 4 | Reflect and plan relevant strategies to enhance your future practice | 4 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Knowledge of the socioecological approach and principles of sustainability | 2 3 | | | | | | | | | | | | | | | |
| 2 | Strategies are relevant to the population of interest, and appropriately engage key stakeholders and collaborators. | 1 2 | | | | | | | | | | | | | | | |
| 3 | The influence of personal identity and experiences on identified issues and strategies are identified. | 1 2 | | | | | | | | | | | | | | | |
| 4 | Reflect and plan relevant strategies to enhance your future practice | 4 | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving, Applying technologies, Information literacy | | | | | | | | | | | | | | | | |

All - Assessment Task 4: Competency Portfolio

| | | | |
|------------------------|--|--|----------------------------------|
| GOAL: | The purpose is to upload evidence towards the development of your professional competencies. You will receive feedback on your progression of your competencies during the course. This will contribute to your global competency assessment for the Master of Dietetics (Sports Nutrition). | | |
| PRODUCT: | Portfolio | | |
| FORMAT: | You will upload evidence in the form of your food system audit, strategy plan, presentation slides, personal reflection and/or feedback from the teaching team. NOTE: This assessment task can be chosen as part of Program 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. You will continue to add to your Portfolio over the 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 global competency assessment for the Master of Dietetics (Sports Nutrition). | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate leadership and management for professional practice | 1 |
| | 2 | Apply and evidence based approach to practice | 2 3 |
| | 3 | Design an approach to improve food systems for better nutrition and health outcomes of individuals and populations | 2 3 |
| | 4 | Critically reflect on practice in collaboration with others | 4 |
| GENERIC SKILLS: | Communication, Collaboration, 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.

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.

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.

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 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 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