



COURSE OUTLINE

NUT305 Food and the Consumer

Course Coordinator: Sarah Burkhart (sburkhar@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website 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

Our current food system is driven by several factors, one of the most important being the consumer. Diverse consumer needs have resulted in changes to food systems (i.e. globalisation), and many challenges exist in balancing consumer demand with health, societal needs, population growth and environmental pressures. This course will focus on the unique interaction between the consumer and our food system, culture and food industry, both within Australia and globally. We will 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 will also focus on developing appropriate cross-cultural communication skills.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop	3hrs	Week 1	10 times
Independent Study/Research	5hrs	Refer to Format	3 times
Independent Study/Research	2hrs	Week 1	10 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; food politics; current global nutrition issues including sustainability, hunger, malnutrition and nutrition transition.

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	Demonstrate an understanding of the interaction between culture, food and identity, and identify appropriate intercultural communication strategies for a target group.	Knowledgeable Empowered
2	Demonstrate an understanding of the interaction between the consumer and local, national and international food systems, as well as an appreciation of the challenges that exist in balancing consumer demand with health, societal needs, population growth and environmental pressures.	Knowledgeable Creative and critical thinker
3	Evaluate and discuss current strategies being used to address global nutrition issues.	Creative and critical thinker Engaged
4	Design and present a business case for a new food product using recognised product development stages.	Creative and critical thinker Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC 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. Students can obtain formative feedback on Task 3, while 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	Portfolio	Individual	20%	3 - 4 tasks each week	Throughout teaching period (refer to Format)	Online ePortfolio Submission
All	2a	Artefact - Creative	Group	30%	5 minutes	Week 8	Online ePortfolio Submission
All	2b	Written Piece	Individual	10%	10 peer film evaluations	Week 9	In Class
All	3	Oral and Written Piece	Group	40%	Task 3a: One page. Task 3b: 10 minutes and 500 words	Throughout teaching period (refer to Format)	In Class

All - Assessment Task 1: Food and the consumer workbook

GOAL:	The goal of this task is to demonstrate your understanding of the interaction between the consumer and local, national and international food systems, as well as an appreciation of the challenges that exist in balancing consumer demand with health, societal needs, population growth and environmental pressures. You will also demonstrate an understanding of the role of culture in food beliefs, identity and consumption patterns, and appropriate intercultural communication strategies.	
PRODUCT:	Portfolio	
FORMAT:	Submit: Weeks 6 and 11. Undertaking self-directed research and directed study activities (pre, during and post class), you will complete 3 - 4 tasks each week in your provided PebblePad workbook. You will be expected to complete each week's activities by the required due date, with one week from each submission (weeks 6 and 11) chosen randomly for marking.	
CRITERIA:	No.	Learning Outcome assessed
	1	Identify and describe the interactions between consumers and varying food systems
	2	Identify and discuss the challenges that exist in balancing the needs/desires of the consumer with health, societal, population and environmental issues
	3	Identify and describe the interaction between food and culture
	4	Identify and discuss appropriate intercultural communication strategies
	5	Present information in a professional manner and follow instructions
	6	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4

All - Assessment Task 2a: Global nutrition educational film

GOAL:	The goal of this task is to demonstrate your understanding of a current global nutrition issue and present your evaluation of this issue in an educational format.	
PRODUCT:	Artefact - Creative	
FORMAT:	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. Your film will be produced for a target audience of first year university students, and will be uploaded to a PebblePad workspace, as a video file, in Week 8 (Task 2a). 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).	
CRITERIA:	No.	Learning Outcome assessed
	1	Clearly identify and discuss a current global nutrition issue
	2	Assess and articulate the current response to this global nutrition issue
	3	Present in a professional manner that is suitable for the target audience and medium used
	4	Use appropriate and credible sources of information

All - Assessment Task 2b: Peer evaluation

GOAL:	The goal of this task is to demonstrate your understanding of a current global nutrition issue and present your evaluation of this issue in an 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	Assess and articulate the current response to this global nutrition issue
	3	Present in a professional manner that is suitable for the target audience and medium used
	4	Use appropriate and credible sources of information

All - Assessment Task 3: Food product business case

GOAL:	The goal of this task is to create and present a business case for the development of a new food product												
PRODUCT:	Oral and Written Piece												
FORMAT:	<p>Task 3a: Submit: Week 10 (Formative - Weighting 0%). Task 3b: Week 13 (Weighting 40%).</p> <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 (Task 3a). 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 (Task 3b).</p>												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Accurately use recognised stages of product development to inform the business case</td> </tr> <tr> <td>2</td> <td>Identify and apply relevant food law to the food product</td> </tr> <tr> <td>3</td> <td>Provide accurate and relevant market research data</td> </tr> <tr> <td>4</td> <td>Confidently and accurately answer questions related to the business case</td> </tr> <tr> <td>5</td> <td>Communicate professionally</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Accurately use recognised stages of product development to inform the business case	2	Identify and apply relevant food law to the food product	3	Provide accurate and relevant market research data	4	Confidently and accurately answer questions related to the business case	5	Communicate professionally
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2	Identify and apply relevant food law to the food product												
3	Provide accurate and relevant market research data												
4	Confidently and accurately answer questions related to the business case												
5	Communicate professionally												

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. Directed study hours may vary by location. 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 Blackboard 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	PUBLISHER
Required	Germov & Williams	2016	A Sociology of Food and Nutrition: The Social Appetite	Oxford

8.2. Specific requirements

Students will need an electronic device to fill in the e-portfolio used in this course.

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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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%
- b. The course is graded using the Standard Grading scale
- c. You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. 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.

10.5. 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.

10.6. 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.

10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au