



## COURSE OUTLINE

# NUT312 Food Service Systems

**Course Coordinator:** Judith Tweedie (jtweedie@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

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

This course provides you with an introduction to foodservice systems. You will learn the concepts of the Food Service System Model as it relates to foodservice systems, and the principles of assessing and improving food provision to nutritionally vulnerable groups in institutional settings. You will develop skills in menu assessment, menu planning, and recipe modification for therapeutic use.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – In-person workshop	2hrs	Refer to Format	6 times
<b>Laboratory 1</b> – Kitchen Practical (in-person) runs for 2.5 hours	3hrs	Refer to Format	4 times
<b>Independent Study/Research</b> – No classes on three of the weeks.	2hrs	Refer to Format	3 times

### 1.3. Course Topics

Introduction to foodservice systems; the Food Service Systems model; The menu – menu assessment and menu planning in healthcare food service settings; Improving food provision quality in healthcare food service settings; Modification and standardisation of recipes for therapeutic use.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Analyse and interpret a healthcare foodservice menu in comparison to nutrition and menu standards and menu planning principles.	Empowered
2	Prepare a menu for a healthcare food service that meets nutrition and menu standards, menu planning principles, consumer needs, and the food service's capacity to implement menu changes.	Empowered
3	Explain the impact of recipe modification on the components of the Food Service System Model, within the context of a healthcare setting.	Knowledgeable
4	Summarise research literature to demonstrate knowledge of the nutritional impact of food provision in healthcare settings.	Knowledgeable
5	Examine the implications and feasibility of modifying recipes for therapeutic diets on the healthcare food service system.	Creative and critical thinker
6	Evaluate and justify menu changes according to nutrition and menu standards and menu planning principles, and explain the rationale of the decision-making process in revising the menu.	Creative and critical thinker

#### 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

NUT202 and enrolled in Program SC353 or SC302

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

FSN301

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

It is assumed students will have knowledge and skills in nutrition assessment and food studies

#### 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

You will submit a menu gap analysis report in week 5, which is a formative task (ungraded). Learning activities will help you to develop skills in menu assessment and gap analysis procedures, which will help you to complete the formative assessment task for week 5. You will then receive feedback on the submitted gap analysis regarding the accuracy of analysis and interpretation and given feedback to identify gaps in the analysis and areas for improvement for final submission, which will be graded. This feedback will help you to be able to complete the final menu project.

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	Artefact - Professional	Group	0%	1 x quantitative gap analysis	Week 5	Online Assignment Submission
All	1b	Artefact - Professional	Group	45%	1 x quantitative gap analysis 1 x qualitative gap analysis 1 x 2 week cycle menu	Week 13	Online Assignment Submission
All	2	Artefact - Creative	Individual	20%	12 minutes	Week 10	Online Assignment Submission
All	3	Oral	Individual	35%	10 minutes	Refer to Format	To be Negotiated

**All - Assessment Task 1a:** Menu Assessment - Quantitative gap analysis

<b>GOAL:</b>	To nutritionally assess a menu for a healthcare foodservice operation against current nutrition and menu standards.	
<b>PRODUCT:</b>	Artefact - Professional	
<b>FORMAT:</b>	You will analyse the menu in comparison to nutrition standards for all meals and midmeals. You will submit your quantitative gap analysis on Week 5 for formative (ungraded) feedback. You will use the template provided. This feedback will assist you to complete your final report. You will also submit your final version of the quantitative gap analysis with task 1b, which will be graded. Learning activities will help you to develop skills in menu assessment which will help you to complete task 1a and 1b.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>

**All - Assessment Task 1b:** Menu Project

<b>GOAL:</b>	To nutritionally assess a menu for an institutional foodservice operation against current nutrition and menu standards and formulate a revised menu that is compliant with nutrition standards, menu planning principles, and is appropriate for the consumer group and the food service facility's resources and constraints.
<b>PRODUCT:</b>	Artefact - Professional
<b>FORMAT:</b>	<p>You will analyse the menu in comparison to nutrition standards for all meals and midmeals. Class activities will help you to develop skills in menu assessment which will help you to complete your menu review.</p> <p>You will submit the following menu project documents electronically through Blackboard assignment in Week 13.</p> <ol style="list-style-type: none"> <li>1. Quantitative gap analysis of original menu in comparison to nutrition standards (using the template provided)</li> <li>2. Qualitative assessment of the menu (using the template provided)</li> <li>3. The revised two (2) week menu cycle (for all meals and mid-meals), showing all revisions to the original menu, the energy and protein groupings of all relevant dishes and food items and any relevant instructions for the organisation to ensure nutrition standards are met.</li> </ol>

CRITERIA:	No.	Learning Outcome assessed
	1	Analyse and interpret menu adequacy using nutrition standards <span style="float: right;">1</span>
	2	Analyse and interpret menu adequacy using menu planning principles and the appropriateness of the menu for the consumer group. <span style="float: right;">1</span>
	3	Create a revised menu which meets nutrition standards, menu planning principles, considers the cultural, socio-demographic, physical and medical needs of the consumer group and is appropriate for the food service facility to implement <span style="float: right;">1 2</span>
	4	Prepare documents according to professional standards <span style="float: right;">2</span>

#### All - Assessment Task 2: Narrated PowerPoint

<b>GOAL:</b>	Dietitians can play a significant role in quality improvement processes of food service systems. Therefore, knowledge of the food service system and the evidence that links food service quality to nutrition, in nutritionally vulnerable groups in healthcare settings is essential. The goal of this task is for you to consider the process of modifying, standardising and formulating recipes for therapeutic diets as it relates to healthcare foodservice provision and assess the impact of recipe modification on the food service system and to explain the evidence on the nutritional impact of food provision in healthcare settings.	
<b>PRODUCT:</b>	Artefact - Creative	
<b>FORMAT:</b>	You will apply learnings from course learning content, course readings and the kitchen practical's to critically reflect on the impact of modifying recipes, on a food service system. You will assess and describe how modification of the recipes presented in the kitchen practical, will impact on the components of the Food Service System Model, from inputs to outputs, of the organisation described in task 1(a,b) scenario. You will examine the implications and feasibility of modifying recipes on the food service system and summarise the evidence of how the foodservice system outputs impact the nutritional intake of nutritionally vulnerable individuals in a healthcare setting.	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Critically evaluate the impact and feasibility of modifying recipes for therapeutic diets on a healthcare foodservice system <span style="float: right;">5</span>
	2	Identify and examine the relevant components of the Food Service System Model that will be impacted by recipe modification <span style="float: right;">3</span>
	3	Use relevant and credible literature to demonstrate knowledge of the link between the outputs of the food service system and nutrition in nutritionally vulnerable individuals within a healthcare institution <span style="float: right;">4</span>
	4	Professionally communicate clearly and fluently in both written and spoken form <span style="float: right;">3 4 5</span>

#### All - Assessment Task 3: Oral Interview

<b>GOAL:</b>	Dietitians play an important role in improving the quality of food provision in healthcare foodservice settings. A key skill of a dietitian is to be able to communicate with stakeholder's the rationale and justification for changing the system. The goal of this task is for you to develop your skills in verbally demonstrating your knowledge in menu planning principles to justify your menu changes in task 1b.
<b>PRODUCT:</b>	Oral
<b>FORMAT:</b>	The oral interview will be conducted online via Zoom during the exam period. The time of the interview will be provided by the course coordinator by the end of week 13. You will participate in an online oral interview to evaluate and justify the revised menu completed in task 1b according to nutrition standards and menu planning principles. Learning activities will help you to prepare for assessment task 3. Feedback on Task 1(a, b) will be given prior to Task 3.

**CRITERIA:**

No.		Learning Outcome assessed
1	Logically present a justification of the menu changes	6
2	Evaluate the consequences of the revised menu	6
3	Explain the rationale for menu changes as they relate to menu planning principles	6

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

You will need to complete an “Induction to Lab” prior to commencing kitchen practicals. Fully covered shoes, apron, and hair tie for long hair are required for participation in the kitchen practical.

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

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)