

The logo of the ACT Board of Senior Secondary Studies is a large, light blue watermark in the background. It features a stylized 'A' with a balance scale integrated into its structure, all enclosed within a pentagonal frame that resembles an open book.

ACT Board of Senior Secondary Studies

Public Consultation Report 2020

Shape Paper: Food Science and Nutrition

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Topic	Comment	Developers' Response
<p>Q2 Shape Paper Background The background provides a clear sense of the systemic and national parameters under which the course will be written.</p>	<p>1. I agree that there are aspects of the Food Science and Management framework that align with the Science framework. However, there are elements of the course, including the World Resource (Food Origins) and the Food and Management units (Food Processing and Products), which fit more closely with frameworks external to science.</p>	<p>1. The course is to be titled Food Science and Nutrition. It is to be developed following review of the Food Science and Management course. The management units noted are no longer encompassed by the proposed course. The management content is included in Hospitality, Tourism and Event Management, and Business courses and duplication of content needs to be avoided.</p> <p>The decision to locate the course under the Science Framework was made after an environmental scan and research, as well as consultation with tertiary and industry representatives.</p>
	<p>2. There is no mention in the first 11 pages of this document that this course will now include an A and M option which will now sit under the Science Framework so does not allow the reader to consider all of the information in a holistic, realistic way to ensure its suitability for T, A and M students.</p>	<p>2. Noted.</p> <p>This has been rectified by adding this information and making this clear at the beginning of the document.</p>
<p>Q3 COURSE GOALS The "Aims of the Food Science and Nutrition Curriculum" is clear about the intended learning and priorities, yet allows for flexibility</p>	<p>1. I feel that the curriculum is going to be too scientific and given that 90% of the students that currently undertake Food Studies are Accredited, they will find the content too difficult and will get bored.</p>	<p>3. The current Food Science and Management course is (T) only. Food Science and Nutrition will be developed to meet the needs of diverse learners. It is proposed that Food Science and Nutrition will be A/T/M.</p> <p>Accredited courses are also required to be rigorous, but content descriptions for A students will recognise the needs of those students.</p> <p>As the current Food Science and Management course is (T) only, there are no Accredited students in ACT</p>

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	<p>2. The document refers to providing a pathway to tertiary study which is fine for T students, but this may not be an option for the students studying the M and A option so what are the aims for those students? You need to make the aims more inclusive to ensure they address all course types (and learners). It is also very disappointing to see a quote 'Proudlove' that is 19 years old so is hardly a current reference particularly when you are talking about 21st century food. There have been some very significant changes to the food industry in that time.</p>	<p>colleges enrolled in the Food Science and Management course at present. Food for Life is the course A/M students are currently enrolled in. This course is to be redeveloped as Food Products A/M.</p> <p>Noted. <i>The course will provide a pathway to tertiary studies and employment.</i> The word <i>tertiary</i> has been deliberately used as it refers to any postsecondary education, education following secondary school education e.g. CIT, training program or apprenticeship.</p> <p>The aims of a course as expressed in a Shape Paper are broad and aspirational. They encompass all learners. Differentiation for A/T/M will be evident in the content descriptions in the course itself.</p> <p>Noted. The five editions of the Proudlove text continue to be cited in academic work for its broad conceptual grasp of the discipline. The quote used remains an accurate description of the nature of the ever-changing food industry.</p>
<p>Q4 The rationale for the unit structure is well-explained and well-justified</p>	<p>1. I feel that the rationale is explained well, however again I believe that it is pitched at an audience that will not appreciate learning the science behind food in greater depth. I feel that the current curriculum is excellent and this coupled with Sports Science and PDHPE provides more than enough content to cater for the minority of students that may wish to pursue further study in Nutrition.</p>	<p>The Food Science and Nutrition A/T/M course will be developed to cater for diverse learners.</p> <p>The PE and Health Courses don't deal with Nutrition and Food Science topics in depth and as a discipline, or for all people, as opposed to a focus on sports people.</p> <p>The Shape Paper is the result of research, an environmental scan of senior secondary curriculum and post school pathways, and the advice of experts in the field. It has been developed to reflect current trends and the growing demand for food scientists and nutritionists in the workforce.</p>

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	2. There are aspects of the rationale that well justified but in other areas, it is disjointed with little linkage between some of the concepts and more detail required. For example; production and processing practices are examined and their impact evaluated - their impact on what?	Noted. The rationale will be reviewed during the course writing process. The detail and the specifics will be found in the course, A rationale is an overview.
Q5 The proposed units are conceptually distinct.	No comments	
Q6 The unit descriptions are clear and provide for innovative approaches.	Food Origins- Food sustainability is significant and should perhaps form part of the initial first sentence.	Noted. Food sustainability has been be added to the sentence.
Q7 Does the section CONSIDERATIONS pages 11 to 12, situate the course clearly in relation to curriculum priorities.	New pathogens gaining access to food products (used elsewhere in the document) what does this mean - clarification needed. The last sentence of 7.2 - singular and plural tense used so sentence does not make sense. 7.4 Connections to other learning areas - some of the these concepts are surely addressed in the Food for Life A and M course which has not been mentioned in 7.4 connections to other learning areas at all - so is an A M component for the Food Science and Nutrition course relevant and appropriate ??	<i>Pathogens</i> has a defined meaning. The details of the specifics of content will be included in the course. 7.2 The last sentence is grammatically correct. 7.4 The Food for Life course is under review and is being redeveloped as Food Products A/M. The focus of the course will be quite different to Food Science and Nutrition. It hasn't been added to the list as the course has not yet been developed.
Q8 This proposed course is distinct from other BSSS accredited courses.	No comments	