

**Public Consultation Report 2020  
Food Science and Nutrition**

# **ACT Board of Senior Secondary Studies**

**Public Consultation Report 2020**

***Food Science and Nutrition A/T/M***

- 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 writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

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Topic	Comment	Developers Response
<b>Q2 Which school are you from?</b>	One respondent	
<b>Q3 COURSE RATIONALE</b>  <b>The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.</b>	No comment	<p>In response to feedback provided in subsequent questions, a statement taken from the Shape Paper will be added to the rationale, in order to clarify the structure of the course.</p> <p><i>Food Science and Nutrition course delivers two units in each of the two domains of study: food science and human nutrition. This structure reflects the different pathways available to students who complete the course and prepares them should they wish to pursue further studies.</i></p>
<b>Q4 COURSE GOALS</b>  <b>The course goals are clear about the intended learning but allow flexibility.</b>	These goals are general to science, but haven't been adapted specifically to food science. I don't know if this is an issue, it is more of an observation.	Course goals for all course documents are from the relevant framework, in this case the Science Framework. Specific unit goals for each unit reflect the focus of the skills, knowledge and understandings of the course.
<b>Q5 Unit Title:</b>  <b>Properties of Food</b>  <b>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</b>	No comment	

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Topic	Comment	Developers Response
<p><b>Q6 Unit Title:</b> <b>Properties of Food</b> <b>The specific unit goals are clearly outlined and appropriate to the unit.</b></p>	<p>As this unit examines the functional properties of food, I think it would be more appropriate for the chemical reactions that result from the interaction of these functional properties to be included in this unit as opposed to the food processing unit (e.g. gelatinisation, denaturation, etc.). This would closely align with the unit goal "investigate the applications of food properties..."</p>	<p>Noted. This was discussed by the course development team but considered to be more relevant to the Food Processing and Products unit.</p>
<p><b>Q7 Unit Title:</b> <b>Properties of Food</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>The content descriptions are very appropriate for this unit. I also think that the content related to reactions of food properties, such as gelatinisation and denaturation would fit better in this unit.</p>	<p>Noted. Noted. This was discussed by the course development team but considered to be more relevant to the Food Processing and Products unit.</p>
Topic	Comment	Response
<p><b>Q8 Unit Title:</b> <b>Properties of Food</b> <b>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</b></p>	<p>No comment</p>	
<p><b>Q9 Unit Title: Food Processing and Products</b></p>	<p>No comment</p>	

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Topic	Comment	Developers Response
<p><b>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</b></p>		
<p><b>Q10 Unit Title: Food Processing and Products</b>  <b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>The product development process content could also mention the stages of the product development process and considerations at each of these stages. I think this would be more appropriate than the content point about gelatinisation, denaturation and would more closely align with the unit goal "design produce and assess food products.</p>	<p>Noted. In response to feedback, understand <i>and</i> apply have now been more clearly indicated in the content description.</p> <p>In response to feedback, added to the relevant content description: <i>the quality of product, design process.</i></p>
<p><b>Q11 Unit Title: Food Processing and Products</b>  <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>I think there is enough flexibility but also think a content point should be included regarding the stages of the product development process and considerations at these stages. I would also move the point involving gelatinisation, denaturation, etc to food properties as I think these reactions tie in closely with the food properties content.</p>	<p>Noted. It was considered that the stages is implicit in the content description <i>evaluate the processes of food product development and manufacture</i></p> <p>See previous response.</p>
<p><b>Q12 Unit Title: Food Processing and Products</b>  <b>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning</b></p>	<p>I think the content description is good up until the point about food selection models and dietary guidelines as I believe this content belongs in the food and nutrition unit.</p>	<p>Noted. The comment appears to relate to the next question.</p> <p>Please see comments relating to the two nutrition units and the structure of the course.</p>

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<b>Topic</b>	<b>Comment</b>	<b>Developers Response</b>
needs and interests of their students.		



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Topic	Comment	Response
<p><b>Q13 Unit Title:</b> <b>Food Origins</b> <b>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</b></p>	<p>Unit goal three has content that doesn't belong in this unit. Food selection models, dietary guidelines and the use of goal setting to achieve nutritional health belong in the food and nutrition unit.</p>	<p>As noted in the <i>Shape Paper</i>, the <i>Food Science and Nutrition</i> course delivers two units in each of the two domains of study: food science and human nutrition. Food Origins has been developed in light of this and is a nutrition unit.</p> <p>The statement from the Shape Paper will be added to the course document in the rationale, in order to clarify this.</p>
<p><b>Q14 Unit Title:</b> <b>Food Origins</b> <b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>As mentioned above the content description "analyse how food origins influence food selection models, dietary guidelines and/or the use of goal setting to achieve nutritional health" belongs in the food and nutrition unit.</p>	<p>Noted. Please see previous comments relating to the two nutrition units and the structure of the course.</p>
<p><b>Q15 Unit Title:</b> <b>Food Origins</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>As mentioned above the content description "analyse how food origins influence food selection models, dietary guidelines and/or the use of goal setting to achieve nutritional health" belongs in the food and nutrition unit.</p>	<p>Noted. Please see previous comments relating to the two nutrition units and the structure of the course.</p>

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Topic	Comment	Response
<p><b>Q16 Unit Title:</b> <b>Food Origins</b> <b>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</b></p>	<p>No comment</p>	
<p><b>Q17 Unit Title:</b> <b>Food and Nutrition</b> <b>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</b></p>	<p>Unit goal three needs to be more specific. I don't get a clear understanding of "analyse food processes that affect nutrition, food quality and supply" from the description and more information has not been provided under the content description either - the same wording has just been repeated. Also the unit goal "analyse the nutritional requirements of a balanced diet ..." relates directly to food selection models and dietary guidelines. This is why I believe this content belongs in this unit and not origins of food.</p>	<p>Noted and feedback considered.  Examples have been added to a number of content descriptions to provide more detail and to clarify.  Please also see previous comments relating to the two nutrition units and the structure of the course.</p>
<p><b>Q18 Unit Title:</b> <b>Food and Nutrition</b> <b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>I don't get a clear understanding of "analyse food processes that affect nutrition, food quality and supply" from the content description. Needs an example or two. Also, the content description "analyse information about nutritional requirements and food choices.." relates directly to food selection models and dietary guidelines. This is why I believe this content belongs in this unit and not origins of food.</p>	<p>Noted. Examples have been added in response to the feedback.  Please also see previous comments relating to the two nutrition units and the structure of the course.</p>

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<p><b>Q19 Unit Title:</b> <b>Food and Nutrition</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>As mentioned in the two questions above, the unit goal "analyse the nutritional requirements of a balanced diet ..." and the content description "analyse information about nutritional requirements and food choices.." relates directly to food selection models and dietary guidelines. This is why I believe this content belongs in this unit and not origins of food.</p>	<p>Noted. Please see previous comments relating to the two nutrition units and the structure of the course.</p>
<p><b>Q20 Unit Title:</b> <b>Food and Nutrition</b> <b>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</b></p>	<p>No comment</p>	
<p><b>Q21 Unit Title:</b> <b>Negotiated Study</b> <b>The unit description clearly explains the purpose of a negotiated study.</b></p>	<p>No comment</p>	

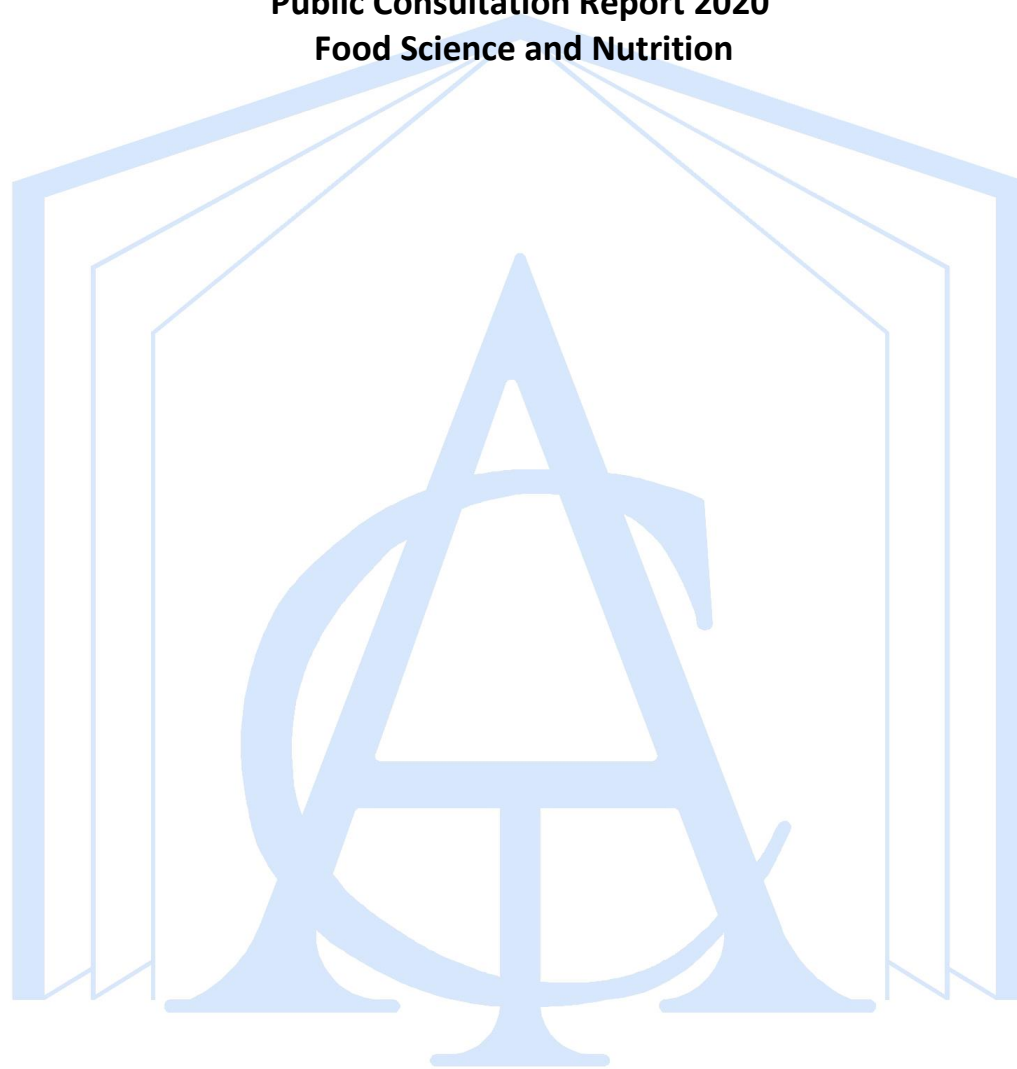
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<p><b>Q22 Unit Title:</b></p> <p><b>Negotiated Study</b></p> <p>The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>No comment</p>	
<p><b>Q23 Unit Title:</b></p> <p><b>Negotiated Study</b></p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>No comment</p>	
<p><b>Q24 Unit Title:</b></p> <p><b>Negotiated Study</b></p> <p>The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>No comment</p>	
<p><b>Q25 Unit Title:</b></p> <p><b>Negotiated Study</b></p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>No comment</p>	

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