

**Public Consultation Report 2020**  
**Food Studies**

# **ACT Board of Senior Secondary Studies**

**Public Consultation Report 2020**

*Food Studies A/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.

## Public Consultation Report 2020

### Food Studies

Topic	Comment	Developers Response
<p><b>Q1 Which school are you from?</b></p>	<p>2 schools/ 2 responses</p>	
<p><b>Q2 COURSE RATIONALE</b></p> <p><b>The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.</b></p>	<p>1 Agree</p> <p>There is a significant disconnect between the rationale in its current format and the goals outlined which are primarily industry based. There is no mention of industry within the rationale until the very last sentence. Perhaps the rationale needs to be adjusted slightly to better reflect the industry based goals as they have been written, or adjust the goals to ensure they better reflect the rationale. This would resolve the disconnect between the two. Some of the sentences require more detail to ensure they are applicable and make sense. I have included some options below. Para 2- They learn about the importance of incorporating a variety of foods (into their diet) as well as the principles of nutrition The last sentence in para 2 they learn to... problem solve and make decisions about good about what? good food choices? an ending on this sentence would provide context and make sense. As it stands it means students could make decisions about whatever they like. providing the necessary context would resolve this. Para 3 first line - this sentence needs to be reworded to ensure it makes sense and reads well. For example; Students develop interpersonal and intrapersonal skills that will assist them in their transition to employment and further education as well as provide them with life long skills. Prior to publishing perhaps read the document out loud to yourself as this will help remove the superfluous words</p>	<p>Thank you for the feedback and suggestions. These have been incorporated.</p>

## Public Consultation Report 2020

### Food Studies

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	and assist with the ongoing grammatical issues with your documents.	
<p><b>Q3 COURSE GOALS</b></p> <p><b>The course goals are clear about the intended learning but allow flexibility.</b></p>	<p>1 Agree</p> <p>1 Disagree</p> <p>There is a very significant disconnect between the goals, rationale and content of the Food Studies course. The goals as currently written specifically relate to industry and analyse industry practices, processes and procedures yet there is no mention of these elsewhere in the course. As every food industry is different and has different practices, processes, procedures, technical information, specifications, and industry specific literacy, students will not be able to achieve the goals as they currently stand. Can these goals be reworded to be more general in nature. If the word industry needs to be included so the course fits under this framework then give careful consideration to whether its inclusion is necessary in 6 out of the 8 goals. Perhaps the inclusion of 'across a range of food industries at the end of the sentence may help to resolve this, or remove the word industry from some of the goals and replace it with 'some food'. Analyse some food industry practices, processes and procedures or remove the industry word from some of the goals.</p>	<p>Thank you for the suggestions.</p> <p>The goals come from the Framework. This Framework was chosen to allow for the practical emphasis of the course and to better support the focus on A/M students. Course design specifications do not allow the framework goals to be altered in course documents.</p> <p>This course conceptualises industry in a broad sense as students will engage with the food industry as observers, consumers, hobbyists, workers, and producers.</p> <p>A basic and generally applicable skill set, e.g. hygienic kitchen practices, understanding nomenclature for equipment and methods, in relation to making and use of food is envisioned. More targeted technical proficiency is available from the Hospitality and the Food Science and Nutrition courses.</p>
<p><b>Q4 Unit Title:</b></p> <p><b>Food and Health</b></p> <p><b>The unit description clearly describes the focus and scope for this unit and informs in the</b></p>	<p>1 agree</p> <p>No comment</p>	

## Public Consultation Report 2020

### Food Studies

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<p>planning of the program of learning.</p>		
<p><b>Q5 Unit Title:</b> <b>Food and Health</b> <b>The specific unit goals are clearly outlined and appropriate to the unit.</b></p>	<p>1 agree 1 disagree</p> <p>Dot pt 3 under industry practices, Processes and Procedures - perhaps include the words... and the importance or the increasing popularity of kitchen gardens rather than simply kitchen gardens to provide some context around kitchen gardens and the inclusion of them here Dot pt 4- asian diets, traditional aboriginal and Torres straight islander food is given as an example in another unit. Alternative examples more relevant to this unit could include diabetes, Food allergies, Coeliac, etc. Technical Information Dot point 2 - you don't select techniques to meet specifications to produce a variety of food - perhaps reword this to "Select appropriate techniques to produce a variety of foods".</p> <p>Communication Dot point 1 - adjust the wording to ensure it is concise. Perhaps replace the current dot point with " Communicate appropriately with others, verbally and in writing which addresses all aspects of the current statement. Dot point 2 - perhaps simplify this to just "articulate ideas" as this then addresses all of the information in the current statement Where these content descriptions are the same across the units within this course, the changes as suggested above should be made across all of the content descriptions to provide consistency.</p>	<p>Thank you for the suggestions, but teachers will develop their own programs of learning and ensure that duplication does not occur.</p> <p>The suggestion of examples was useful. Thank you. A dietary need has been suggested in addition to a cultural need.</p> <p>The order of tasks has been corrected. Thank you.</p> <p>The developers concluded the more expansive descriptions on communication was more indicative to teachers than <i>"appropriately"</i> and just <i>"articulate"</i>.</p>
<p><b>Q6 Unit Title:</b></p>	<p>1 agree</p>	

## Public Consultation Report 2020

### Food Studies

Topic	Comment	Developers Response
<b>Food and Health</b> The content descriptions clearly elaborate on the unit description and the specific unit goals.	No comment	
Topic	Comment	Response
<b>Q7 Unit Title:</b> <b>Food and Health</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.	1 agree The unit allows for teachers to plan for a variety of different learning styles however I prefer the Food First course as it much more interesting and "Real" for A/M students	Students may now undertake <i>Food Studies</i> and <i>Connected Learning</i> as well as another Food course without duplication. This course has a practical focus.
<b>Q8 Unit Title: Food Choices</b> The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	1 agree 1 disagree The first sentence include the statement of "sensory characteristics and process of food" what processes are you referring to? perhaps change to include "...and processes of food preparation"	Thank you. The phrasing has been clarified.
<b>Q9 Unit Title:</b> <b>Food Choices</b>	1 agree 1 disagree	

## Public Consultation Report 2020

### Food Studies

Topic	Comment	Developers Response
<p><b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>Some slight adjustments to the unit goals would ensure they were clear and appropriate. For example 1. Change the word applications to purposes - "understand the factors that influence choice and consider the challenges people face when selecting food for a range of purposes" 2 - this goal is a mess - what do you actually mean " apply a problem solving approach to address problems of choice by creating food products using a range of techniques and processes"?] perhaps - "apply a problem solving approach to create a new food product using a range of techniques and processes." 3. do you develop application as is outlined in goal 3? this needs to be reworded - perhaps develop knowledge and understanding of the functional properties and sensory characteristics of food and apply these to produce a range of food products</p>	<p>Thank you for your suggestions. Expression has been clarified.</p>
<p><b>Q10 Unit Title:</b> <b>Food Choices</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>1 agree 1 disagree Industry practiced, Processes and Procedures Dt pt 2 change the " ingredients to food- ... "functional properties of food" Dt Pt 3 is it fair trading or are you referring to fair trade? - which is different to fair trading Technical information Dt Pt 1 what quality standards are you referring to? this needs clarification Dt pt 5 - be very careful about specifying the inclusion of apply food preservation techniques and processes to seasonally available foods. This can be very dangerous in relation to food poisoning. Perhaps make it more about the knowledge rather than the application and doing.</p>	<p>Thank you. Expression has been clarified.</p> <p>Course developers concluded that basic food preservation techniques, such as freezing, drying, jam making, don't pose risks in a school setting. More complex methods, such as bottling, may be analysed in theory rather than in application. Expression has been clarified to reflect that decision.</p>

## Public Consultation Report 2020

### Food Studies

Topic	Comment	Developers Response
	Behaviour and attitudes in the workplace Dt pt 1 - Apply interpersonal skills - needs to be rewritten to make it concise - eg: " apply interpersonal skills to communicate and interact with people across cultures" is all it needs to say. This addresses all of the other stuff that is included and makes this a clumsy statement Communication Needs to be changed as outlined earlier in the survey	Expression has been clarified.
<b>Q11 Unit Title:</b> <b>Food Choices</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>	1 Agree The descriptions allow for flexibility however the content is not as interesting as the original course especially for A/M students	Noted.

Topic	Comment	Response
<b>Q12 Unit Title:</b> <b>Food Communities</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>	1 agree 1 disagree Are you referring to food communities? which are very different to food and culture. Based on the information written this unit is referring to food and culture not food communities so you need to be very clear on what the name is versus the content, goals and descriptions provided. If you are referring to both cultural and communities then the name needs to also reflect this. Food cultures relates to details of customs and traditions	The document has been amended to address this concern. The unit now reflects a focus on cultural communities.

## Public Consultation Report 2020

### Food Studies

	<p>which is what is referred to in this unit. The distinction must be made clear. This in turn will affect the unit goals - specifically 1. the ... roles and traditional across a range of cultures (not customs)</p>	
<p><b>Q13 Unit Title:</b> <b>Food Communities</b> <b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>1 agree 1 disagree</p> <p>This in turn will affect the unit goals - specifically 1. the ... roles and traditional across a range of cultures (not customs). You need to be clear on if this is about food communities or food and culture to ensure the goals are appropriate</p>	<p>In response to feedback, course developers have clarified this and amended the course</p>
<p><b>Q14 Unit Title:</b> <b>Food Communities</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>1 agree 1 disagree</p> <p>As outlined above - are you investigating food communities or cultures under technical information a spice blend has already been blended - has is this different to a ready-made mix you need to identify that one is home-made and the other is commercial otherwise there is no differentiation. Refer to notes re changes to other content descriptions made earlier in the survey and adjust these where they have been repeated to ensure consistency</p>	<p>Thank you. The expression has been clarified.</p>



## Public Consultation Report 2020

### Food Studies

Topic	Comment	Response
<p><b>Q15 Unit Title:</b> <b>Food Communities</b></p> <p><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>1 agree</p> <p>I believe the content is too high level and not very interesting as an A/M course</p>	<p>Courses written for the Senior Secondary Certificate must meet the academic standards of that level.</p>
<p><b>Q16 Unit Title:</b> <b>Contemporary Food</b></p> <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>1 agree</p> <p>No comment</p>	
<p><b>Q17 Unit Title:</b> <b>Contemporary Food</b></p> <p><b>The specific unit goals are clearly outlined and appropriate.</b></p>	<p>1 agree</p> <p>1 disagree</p> <p>the first goal does not make sense - ..."food products to understand informed and ethical decisions as consumers perhaps reword to "un... understand and be able to make informed and ethical decisions as consumers"</p>	<p>Thank you. Expression has been clarified.</p>

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## Public Consultation Report 2020

### Food Studies

<p><b>Q18 Unit Title:</b> <b>Contemporary Food</b> <b>The content descriptions clearly elaborate on the unit description and the specific unit goals.</b></p>	<p>1 agree 1 disagree Industry practices, processes and procedures etc. Dt pt 3 does not make sense. Perhaps reword to "analyse consumer behaviour or self and others " or reword so it makes sense. Same changes to content descriptions as already outlined</p>	<p>Thank you. Expression has been clarified.</p>
<p><b>Q19 Unit Title:</b> <b>Contemporary 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>1 agree Once again I prefer the course we are teaching now as it allows for more flexibility and it is more interesting for students at an A/M level</p>	<p>Teachers may develop their own Programs of Learning aligned with the units to engage students using a wide range of topics.</p>
<p><b>Q20 Unit Title:</b> <b>Negotiated Study</b> <b>The unit description clearly explains the purpose of a negotiated study.</b></p>	<p>1 agree No comments</p>	

## Public Consultation Report 2020

### Food Studies

<p><b>Q21 Unit Title:</b> <b>Negotiated Study</b> The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>1 agree</p> <p>No comment</p>	
<p><b>Q22 Unit Title:</b> <b>Negotiated Study</b> The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>1 agree</p> <p>No comment</p>	
<p><b>Q23 Unit Title:</b> <b>Negotiated Study</b> The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>1 agree</p> <p>No comment</p>	
<p><b>Q24 Unit Title:</b> <b>Negotiated Study</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.</p>	<p>1 agree</p> <p>No comment</p>	