

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 scale of justice inside it, all enclosed within a hexagonal frame that resembles an open book.

ACT Board of Senior Secondary Studies

Public Consultation Report 2020

Shape Paper: Food Studies

- 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	Course Development Team Response
Q1 Which school are you from		1. 5 schools; 6 respondents
Q2 Shape Paper Background The background provides a clear sense of the systemic and national parameters under which the course will be written.	1. The quality of this shape paper is disappointing. It has been published publicly by the organisation responsible for our curriculum yet contains significant grammatical errors which does reflect well.	1. Noted.
	2. I am pleased that it has been recognised that a course such as this is unique and is a necessary inclusion in a broad and diverse range of curriculum offerings. 1.2 This paper has been prepared following the deliberations of the Food Studies writing team. Who is this team? 3.2 A Food course cannot be completely without a life skills component as everyone eats food, and makes food related decisions, every day. 3.5/3.6 Which industry? This course aligns with most of the Technologies Framework rationale also. Industry practices and processes are referred to but I am not sure which industry. The primary focus of a course such as this is not to provide a service for an industry but rather empower individuals to make considered decisions, develop skills and contribute to a wider society. This framework also has a very high percentage of weighting towards the practical component. I hope the developers come up with a much more contemporary course name, Food Studies is very old fashioned and doesn't reflect the innovations and	2. Noted The writing team comprises experienced ACT college teachers from across the three sectors, with considerable expertise in the development and delivery of food courses. The life skills components have been valued- and have been more fully developed and extended in the revised <i>Connected Learning</i> course. Students now have the option to undertake both courses and to have a more complete experience of the life skills aspects. The Food Studies unit descriptions target many important life skills related to food that will be further developed in content descriptions. The aim of the course is to place importance on the practical skills related to food and key concepts will be drawn out through these activities, making the learning visible. These highly practical elements of

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	<p>advancements in the knowledge and skills of this curriculum area in the past decade.</p>	<p>the Food Studies are best facilitated in the Industries and Services Framework that has been used for this course. Hospitality A/T/M/V is being developed under the Technologies Framework and will emphasise the technology and design thinking. It would still be possible for teachers to use the design process in the delivery of Food Studies, should they choose to do so.</p> <p>The Food Studies course is one of a suite of food courses available to students. The content can not duplicate other courses available for study.</p>
	<p>3. The Shape Paper takes our teaching area/curriculum back 10 - 20 years and has clearly been written by someone with no food experience or someone who is not keeping up with Australian and Global Food curriculum.</p>	<p>3. The writing team comprises experienced ACT college teachers from across the three sectors, with considerable expertise in the development and delivery of food courses.</p>
	<p>4. The course does not fit under the Industry and Services framework. The rationale of this framework does not align with the food studies course clearly outlining that the knowledge, understanding and skills relate to areas of work inside the industry and services domain which it clearly doesn't. The course also does not address the concepts knowledge and skills or enable students to analyse industry practices, processes or the technical information and specifications as outlined in 3.6 P.1 of shape paper. Nor does it allow WHS to be adequately or appropriately addressed as this differs across different industries. Industry specific literacy and numeracy will also not be appropriately addressed as again this is industry specific.</p>	<p>4. The aim of the course is to place importance on the practical skills related to food and key concepts will be drawn out through these activities, making the learning visible. These highly practical elements of the Food Studies are best facilitated in the Industries and Services Framework that has been used for this course.</p> <p>The location of the course under the Industry and Services reflects the practical, hands on nature of the course and the skills, knowledge and understanding that will be developed. This has been reflected in the recently developed Timber Products course, for example. The food 'industry' is very diverse and includes working in food retail, food handling industry, the caring sector and food processing.</p>

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		<p>The knowledge, understanding and skills for each unit will be developed in the course document, which will also be available for public consultation.</p> <p>WHS is relevant in the context of the college kitchen in which they are working and undertaking the course. This provides the opportunity for students to develop transferable skills, should they pursue further food studies.</p> <p>Industry specific literacy and numeracy is addressed to ensure the course provides pathways for students who wish to undertake further work or study post school. The development of these skills is not dependent on being employed in the food industry.</p>
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<p>Q3 COURSE GOALS The "Aims of the Food Studies Curriculum" is clear about the intended learning and priorities, yet allows for flexibility</p>	<p>1. The aims of the course do not relate to the Industry Services framework - the aims relate very much to home cooking, not working in industry. Much of the aims still relate to life skills and it is disappointing that the life skills aspect of this course has been removed. Food preparation and taking care of your health is an important life skill and aspects such as budgeting are essential not only in food preparation but also in general life skills.</p>	<p>1. The attention to the skills and knowledge required in the Industry and Services framework ensures that students encounter technical terms, materials and equipment relevant to a food focus and provides some preparation for students who may decide to pursue a post school pathway. This does not depend on the completion of VET competencies. The course will not be designed to replace the focus or the skills developed in Hospitality VET courses. This has been reflected in the recently developed Timber Products course, for example.</p> <p>This is a BSSS course, contributing towards the ACT Senior Secondary Certificate. It will therefore provide opportunities beyond the home environment while providing academic rigour appropriate for a wide range of students</p>
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		<p>The life skills components have been valued- and have been more fully developed and extended in the revised <i>Connected Learning</i> course. Students now have the option to choose both courses and to have a more complete experience of the life skills and food aspects.</p>
	<p>2. Need an option between agree and disagree. The aims included are fine but no different to those that would have been used 15 years ago. They need to include some future focused aims and some aims that align with essential knowledge and skills in this field these days such as marketing, consumerism, sustainability, ethics, paddock to plate, technological advancements, wide variety of diet types, intolerances etc</p>	<p>2. The details relating to specific content will be included in the course document. The content of this course can not duplicate other food courses – because that would preclude students from undertaking several food courses. Aims do include attention to (see 4.3 page 3) <i>aesthetic, ethical, environmental and sustainability factors</i>, for example.</p> <p>The Food Studies course can't duplicate the content of other food courses, such as the redeveloped Food Science and Nutrition course and the new Hospitality A/T/M/V course that is currently being developed.</p>
	<p>3. What evaluations of the current course were undertaken? The 'life skills' are being taken out of an integrated curriculum to meet some arbitrary curriculum definitions, rather than recognising that this course is studied by many of the most vulnerable young people in the ACT. This curriculum is so successful as it integrates theory with practical experiences. At Dickson this course is studied by adolescents who have no adults in their lives who can support them with a rich curriculum including skills to move out, budget, understand their consumer rights and responsibilities etc.</p>	<p>3. The life skills components have been valued- and have been more fully developed and extended in the revised <i>Connected Learning</i> course. Students now have the option to choose both courses and to have a more complete experience of the life skills aspects.</p>
	<p>4. Course Goals /Aims - outdated and old fashioned. The student outcomes under the overall aims of the course are poorly worded, not meaningful or contemporary. The outcomes are not future focused as you have outlined they will be, nor do they make</p>	<p>4. Section 4.3 page 3 indicates what the Food Studies curriculum should include, and the aims have been developed as a result of an environmental scan and in response to considerable contemporary research and literature.</p>

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	<p>any mention of transferable skills such as problem solving or collaboration etc. Perhaps a review the aims of the food/hospitality curriculum of South Australia would be useful in developing meaningful and appropriate outcomes for students that actually reflect a futures focused contemporary curriculum that equips our students for the 21st century. The aims of this course must include life skills as this is an essential component of any food related course where students are expected to apply what they learn. See comments in Q1. A range of concepts, processes, procedures, skills and knowledge will also not be addressed as this course does not align with the Industry and Services framework. It needs to sit under a more appropriate framework that will actually reflect the course aims, outcomes and ideas</p>	<p>The course is being developed to incorporate Australian Curriculum General Capabilities and Cross Curriculum Priorities, as well as 21st Century learning dispositions. This will be more evident in the detail of the course document.</p> <p><i>As stated on Page 1, Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training. See also the framework/course Achievement standards.</i></p> <p>The location of the course under the Industry and Services reflects the practical, hands on nature of the course and the skills, knowledge and understanding that will be developed</p>
	<p>5. The shape paper mentions how the course will focus on industry knowledge, which I think is unnecessary as we already a run a Hospitality course specifically for this purpose. The aim should be more about educating students on how to make smart choices about food in the home environment, not industry.</p>	<p>5. The Food Studies A/M and Hospitality A/T/M/V courses are very different. The location of the course under the Industry and Services reflects the practical, hands on nature of the course and the skills, knowledge and understanding that will be developed. It is not a VET course and will not duplicate content. The specific content will be contained in the course document.</p>

<p>Q4 The rationale for the unit structure is well-explained and well-justified</p>	<p>1. Again, the rationale does not fit in with the Industry Services framework - it is largely about preparing students for their future lives, yet important aspects of life skills eg budgeting are missing. There are formatting errors eg in the last line of paragraph 4 - Food Studies is used in the context of "Prepare and present food studies". This occurs several times throughout the document where food studies is used instead of food. It would be good for the</p>	<p>1. Section 4.3 page 3 indicates what the Food Studies curriculum should include, and the aims have been developed as a result of an environmental scan and in response to considerable contemporary research and literature.</p> <p>The course is being developed to incorporate Australian Curriculum General Capabilities and Cross Curriculum Priorities, as well as 21st Century learning dispositions. This will be more evident in the detail of the course document.</p>
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	<p>rationale to be more specific eg in the last paragraph the capabilities prepare students for a range of industry and allied health careers - eg?? as problem solving or collaboration etc.</p>	<p>As stated on Page 1, <i>Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.</i> See also the framework/course Achievement standards.</p> <p>Please note: to be more accurate, the reference to <i>allied health</i> has been replaced with <i>food handling industry</i>.</p> <p>The attention to the skills and knowledge required in the Industry and Services framework provides some preparation for students who may decide to pursue a post school pathway does not depend on the completion of VET competencies . The course will not be designed to replace the focus or the skills developed in Hospitality VET courses.</p> <p>Any errors will be edited before publication of the final version.</p>
	<p>2. As above</p>	<p>Noted. See above.</p>
	<p>3. The rationale is outdated and takes our curriculum back. It also claims to prepare students for Allied Health careers. This is a motherhood statement and an over reach based on the written goals he shape paper mentions how the course will focus on industry knowledge, which I think is unnecessary as we already a run a Hospitality course specifically for this purpose. The aim should be more about educating students on how to make smart choices about food in the home environment, not industry.</p>	<p>3. The rationale is based on ACARA design specification and has been developed after extensive research into contemporary food courses.</p> <p>Please note: to be more accurate, the reference to <i>allied health</i> has been replaced with <i>food handling industry</i>.</p> <p>This is a BSSS course, contributing towards the ACT Senior Secondary Certificate. It will therefore provide opportunities beyond the home environment while providing academic rigour appropriate for a wide range of students.</p> <p>The attention to the skills and knowledge required in the Industry and Services framework provides some</p>

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		<p>preparation for students who may decide to pursue a post school pathway does not depend on the completion of VET competencies. The food handling industry includes a wide range of work opportunities. The course will not be designed to replace the focus or the skills developed in Hospitality VET courses.</p>
	<p>4. The rationale is very old fashioned and boring. This document states that 'identified food choices impact on the wellbeing of the individual'. Without the inclusion of life skills how do you expect this to be addressed? The rationale also identifies that Food Studies will lead to jobs in allied health. How have you drawn this conclusion when this is not an industry based course. The focus of this course is not on any industry and should not sit under the Industry and services framework. Sentences are very poorly worded particularly the last sentence of the 1st paragraph and the rationale and document requires a full review and significant change to ensure that it is well explained and well justified</p>	<p>4. Noted. Further editing will occur for the final version.</p> <p>The rationale is based on ACARA design specification and has been developed after extensive research into contemporary food courses and consultation with expert teachers.</p> <p>Please note: to be more accurate, the reference to <i>allied health</i> has been replaced with <i>food handling industry</i>.</p> <p>See also responses above.</p>
<p>Q5 The proposed units are conceptually distinct.</p>	<p>No responses</p>	
<p>Q6 The unit descriptions are clear and provide for innovative approaches.</p>	<p>1. The wording of the World Food unit indicates that it could be a course under the technology framework. This is also the case for the Contemporary Cuisine unit. There is overlap in the units, particularly in the area of food choice and factors impacting food choice - eg nutrition has a large impact from unit 1 but the entire second unit is named food choice. There are many contemporary issues that impact foods that could be included such as trends that impact food choice eg special diets, plant foods,</p>	<p>1. The unit descriptions are developed to provide a succinct overview of the units, rather than long lists of the content to be included. As this is the Shape Paper, the course has yet to be written and specific content has not been detailed. The content of these units will be developed to be reflective of contemporary food curriculum and contemporary society. This will be more clearly evident once the course has been developed. Also, the content of this course can not duplicate other food courses – because that would</p>

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	<p>super foods, sustainable eating practices, reducing food miles etc. The content is not innovative.</p>	<p>preclude students from undertaking several food courses. Some of the concepts suggested for inclusion here are to be included in other food courses available.</p> <p>This course has been developed under a different framework and will have different Achievement Standards. This will mean the course is distinct from other food courses and students will be able to undertake more than one food course from the suite available.</p>
	<p>2. The units are ok, however there will likely be a lot of duplication, which isn't a huge issue; but I do suggest making the key concepts clear within each unit when the course is written</p>	<p>2. The content of this course can not duplicate other food courses – because that would preclude students from undertaking several food courses. The unit descriptions are developed to provide a succinct overview of the units, rather than long lists of the content to be included.</p>
	<p>3 Some. The difference between Food Choices and Food and Health is not completely clear. Contemporary Cuisine - old fashioned title and not reflective of the content. The design process is referred to in the unit descriptions which is why this course could fit under the Technologies framework. Is it normal to specify what task/activity will be included in the unit such as deliver a food based cultural experience and produce a contemporary food product? Would this not be a school based decision in the development of the Program of Learning?</p>	<p>3. The unit descriptions have been amended to clarify the difference between the two units.</p> <p>The title Contemporary Cuisine has been amended to Contemporary Food.</p> <p>The aim of the course is to place importance on the practical skills related to food and key concepts will be drawn out through these activities, making the learning visible. These highly practical elements are best facilitated in the Industries and Services Framework that has been used for this course. Hospitality A/T/M/V is being developed under the Technologies Framework and will emphasise the technology and design thinking. It would still be possible to use the design process in the delivery of Food Studies, incorporated by the classroom teacher.</p>

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		A particular task or activity is the domain of the teacher's Program of Learning.
	4. The unit titles are old fashioned and do not reflect trends shaping the food industry; current career pathways, food safety, security and sustainability in Australia and globally, food product development, contemporary nutritional issues. In addition food trends, food science, food diversity and ethics including genetically modified food, 3D printing of food, etc.	4. The course will be developed to be contemporary, including relevant content can be included and that duplication of content in other food courses does not occur, as it is possible to complete more than one of the food courses on offer.

Q7 "Considerations", pages 10 to 12, situates the course clearly in relation to curriculum priorities.	1. 7.1 considerations as outlined in the shape paper identify the importance of being future focused addressing the growing need for young people to be innovative, responsible and aware as well as enabling students to develop the essential capabilities for 21st century learners as well as needing to equip students with the skills they need to become active, responsible and engaged citizens. How do you expect these to be achieved if you have removed life skills from this course? Life skills can still be addressed in the connected learning course within a different context to avoid duplication but life skills must be returned and included in this course to ensure it actually reflects the ideas of the shape paper.	1. The life skills components have been valued- and have been more extended and more fully developed in the revised <i>Connected Learning</i> course. Food Studies will focus on key life skills related to food and health. Students now have the option to choose both courses and to have a more complete experience of the life skills aspects. The course is being developed to incorporate Australian Curriculum General Capabilities and Cross Curriculum Priorities, as well as 21 st Century learning dispositions. This will be more evident in the detail of the course document. The course will be developed to be contemporary, including relevant content can be included and that duplication of content in other food courses does not occur, as it is possible to complete more than one of the food courses on offer.
	2. If the course is to be futures orientated it needs to look more at new trends in food choice eg plant foods, super foods, preparing healthy foods with limited kitchen resources. On page 10 it talks about	2. The course will be developed so that relevant content can be included and that duplication of content in other food courses does not occur, as it is possible to complete more than one of the food courses on offer.

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	<p>equipping students with the skills to become active, responsible and engaged citizens, yet the living skills and preparing students for independent living has been removed from the course.</p>	<p>The life skills components have been valued- and have been more fully developed in the revised <i>Connected Learning</i> course. Food Studies will focus on key life skills related to food and health. Students now have the option to choose both courses and to have a more complete experience of the life skills aspects.</p>
	<p>3. Throughout the document Food Studies has been used where I think food was the intended word eg last line in third paragraph of the rationale, line 3 and 6 in Food Choices, line 2 in 7.2.</p>	<p>1. Noted.</p>
	<p>4. The shaping paper takes our curriculum back into the past. there is so much scope to write a dynamic modern course. I have had a quick look at the food curriculum across Australia and I am very concerned that we are not keeping up to date or preparing our students for their futures. I have also looked at the statistic for students studying this course and I worry that such a backward curriculum move will kill off this valuable course within our system.</p>	<p>2. Research underpinning the Shape Paper has included examination of food courses offered at all levels in all jurisdictions across Australia.</p> <p>The BSSS has a suite of food related courses for students to select. They can also do more than one food course.</p>

<p>Q8 This proposed course is distinct from other BSSS accredited courses.</p>	<p>1. I do not agree with Food Studies being relocated and incorporated into the connected learning course. While I do agree there were some unit topics in the old course such as independent living that fitted well with the connected learning course, I feel that moving Food Studies diminishes the value of the course to students as an accredited option. In my experience, Connect does not hold great value with students but is seen as a filler subject or a subject to make up points and it would be very</p>	<p>1. <i>Food Studies</i> will be a food focused course and it will now be available for study over 4 semesters. It will be developed specifically for the A/M cohort of students. <i>Connected Learning</i> has been redeveloped to extend the focus on the life skills elements from the <i>Food for Life</i> course, over 4 semesters. This will make it possible for student to do both courses.</p> <p>This is a BSSS course, contributing towards the ACT Senior Secondary Certificate. It will therefore provide</p>
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	<p>disappointing if Food Studies develops this same mindset from students. (Especially with not many colleges now delivering the Food Science and Nutrition/Management course). The relocation of this subject reinforces the opinion that Food Technology is no longer seen as an important subject in education.</p>	<p>opportunities beyond the home environment while providing academic rigour appropriate for a wide range of students.</p> <p>An Independent Life is a unit in the new focus <i>Connected Learning</i> course, with a further developed life skills focus.</p> <p>There are still four courses available for students to pursue food courses as previously, except that the opportunities have been extended. <i>Food Studies</i> will now be entirely focused on food. <i>Food Science and Nutrition</i> has become T/A, instead of just T. There is no suggestion that food courses are less important than previously - there hasn't been a course titled Food Technology. The <i>Food Science and Nutrition</i> course has been developed following consultations with university and industry experts, to equip students with the skills to pursue food technology pathways.</p>
	<p>2. Although a shame that the independent living components were removed, as students gained real life skills from this.</p>	<p>2. <i>Connected Learning</i> has been redeveloped to enhance the focus on the life skills elements from the <i>Food for Life</i> course, over 4 semesters. An Independent Life is a unit in this course.</p>
	<p>3. The fact that this course sits under the Industries framework does not make it distinct from Hospitality, which by its very nature would fit more comfortably with this framework. There are technology aims in this course which again will conflict with Hospitality. While Living Skills has been moved to <i>Connected Learning</i> it belongs with food.</p>	<p>3. The attention to the skills and knowledge required in the Industry and Services framework provides some preparation for students who may decide to pursue a post school pathway does not depend on the completion of VET competencies. The course will not be designed to replace the focus or the skills developed in Hospitality VET courses. <i>Connected Learning</i> has been redeveloped to enhance the focus on the life skills elements from the <i>Food for Life</i> course, over 4 semesters. An Independent Life is a unit in this course.</p>

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	<p>4. A good starting point and very excited that a course is being developed but please ensure course developers selected currently teach in this course area and are attuned to what is happening nationally and globally in this curriculum area.</p>	<p>4. Noted. The writing team comprises experienced ACT college teachers from across the three sectors, with considerable expertise in the development and delivery of food courses. <i>4.3 (page 3) refers to awareness of local, global and national issues</i></p>
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