



EDVT11021 Food Technology

Term 1 - 2018

Profile information current as at 01/05/2024 02:01 am

All details in this unit profile for EDVT11021 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will be introduced to a range of “hands-on” practical and theoretical cookery skills and techniques appropriate for Home Economics and food specialisation contexts in secondary schools. You will develop and create designed food solutions using the design process and explore complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations. You will be required to adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 15%

2. **Practical Assessment**

Weighting: 50%

3. **Project (applied)**

Weighting: 35%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation survey

Feedback

A separate zoom session to explain each assessment task when initially handed out would be useful.

Recommendation

Provide students with more opportunities to unpack assessment requirements with tutor.

Feedback from Student evaluation survey

Feedback

Moodle content was always relevant to learning and explicitly explained how it would relate to the future classroom.

Recommendation

Continue developing Moodle content to reflect contemporary contexts, teaching expectations and industry standards.

Feedback from Student evaluation survey

Feedback

I would like to see more work around the design process, especially for use by future teachers.

Recommendation

Tutorial sessions and Moodle content incorporate more explicit instruction about the Design Process.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools
2. Develop and create designed food solutions using design processes and production skills in a food specialisation context
3. Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
4. Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|--------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Online Quiz(zes) - 15% | • | | | • |
| 2 - Practical Assessment - 50% | • | | • | • |

| Assessment Tasks | Learning Outcomes | | | |
|-----------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 3 - Project (applied) - 35% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | | | • |
| 2 - Problem Solving | | • | | • |
| 3 - Critical Thinking | • | | ◦ | • |
| 4 - Information Literacy | • | | | • |
| 5 - Team Work | | | | • |
| 6 - Information Technology Competence | | • | | |
| 7 - Cross Cultural Competence | | | ◦ | |
| 8 - Ethical practice | | | ◦ | |
| 9 - Social Innovation | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|--------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Online Quiz(zes) - 15% | | | | | | • | | | | |
| 2 - Practical Assessment - 50% | • | • | • | • | • | | • | | | |
| 3 - Project (applied) - 35% | • | • | • | • | | • | • | • | • | |

Textbooks and Resources

Textbooks

EDVT11021

Prescribed

Food for You Book 1

Third Edition (2017)

Authors: Chrissy Collins, Sally Lasslett

Cambridge University Press

Australia

ISBN: 9781316649121

Binding: Other

EDVT11021

Supplementary

Food for You Book 2

Third Edition (2017)

Authors: Chrissy Collins, Sally Lasslett

Cambridge University Press

Australia

ISBN: 9781316649374

Binding: Other

Additional Textbook Information

Food for You Book 1 is the prescribed textbook for this unit; however, your lecturer recommends also purchasing Food for You Book 2 as a supplementary textbook to inform future food specialisation teaching practice. Please allow 2 or 3 weeks for delivery of your textbook. You will need Food for You Book 1 (digital or print) for Residential School in Week 5. For more information or to purchase online visit Cambridge University Press -

<https://www.cambridge.edu.au/education/titles/Food-for-You-Book-1-Third-Edition-print-and-digital%3Aedition-Third/#.Wg0liUqWaUk>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Futura

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jay Deagon Unit Coordinator

j.deagon@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|--|---|---|
| Topic 1: Teaching and exploring Food Technology | See unit Moodle for weekly topics and resources | Online Futura Module |
| Week 2 - 12 Mar 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 2: Workplace health and safety in food and hospitality environments | See unit Moodle for weekly topics and resources | Online Futura Module |
| Week 3 - 19 Mar 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 3: Unpacking recipes | See unit Moodle for weekly topics and resources | Online Futura Module |
| Week 4 - 26 Mar 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 4: The Australian Curriculum (Years 7-10 food subjects) | See unit Moodle for weekly topics and resources | Online Futura Module |
| Week 5 - 02 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Residential School | See unit Moodle for information and resources | Tuesday 3 April to Friday 6 April 2018 (8:30am - 5:00pm). All days inclusive. Attendance compulsory. Theory Modules Due: Week 5 Monday (2 Apr 2018) 11:45 pm AEST |
| Vacation Week - 09 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 6 - 16 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 6: Senior School Food Studies and Hospitality | See unit Moodle for weekly topics and resources | Submission of written component of Assessment Task 1 |
| Week 7 - 23 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 7: Managing a Kitchen: Embedded literacies and numeracy in food contexts | See unit Moodle for weekly topics and resources | |
| Week 8 - 30 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 8: Inclusivity in the Kitchen | See unit Moodle for weekly topics and resources | |
| Week 9 - 07 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 9: Cultural Influences on Australian Cuisine and Indigenous Perspectives | See unit Moodle for weekly topics and resources | |
| Week 10 - 14 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 10: Food Security | See unit Moodle for weekly topics and resources | |
| Week 11 - 21 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 11: Food labelling, additives and preservation | | |

Week 12 - 28 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Summary of Learning in Food Technology | | Food Fusion Product Due: Week 12 Friday (1 June 2018) 11:45 pm AEST |

Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 11 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

Residential School

Dates: Tuesday 3 April to Friday 6 April 2018 (all days inclusive and compulsory).

Times: 8:30am to 5:00pm (or as directed by your tutor)

Venues: Rockhampton (North Rocky SHS) or Brisbane (Canterbury College)

More information will be available on Moodle.

Assessment Tasks

1 Theory Modules

Assessment Type

Online Quiz(zes)

Task Description

Four (4) online modules provide the theoretical knowledge that inform working safely and confidently in the kitchen environment. Practical assessment of these modules will occur at Residential School. All theory modules must be completed before Residential School attendance. You will be given a login to access Futura in Week 1 by your unit coordinator.

You must achieve 100% for all the quizzes.

Number of Quizzes

4

Frequency of Quizzes

Weekly

Assessment Due Date

Week 5 Monday (2 Apr 2018) 11:45 pm AEST

All quizzes must be completed prior to Residential School attendance

Return Date to Students

Weighting

15%

Assessment Criteria

Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools.

Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Complete all Futura Modules online.

Learning Outcomes Assessed

- Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools
- Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Graduate Attributes

- Information Technology Competence

2 Practical & Written Design Brief

Assessment Type

Practical Assessment

Task Description

Rationale

This assessment task has been developed to give relevant practical advice and support in the teaching of Food Technology / Hospitality. Working collaboratively with others will ensure the development of teaching strategies, classroom management skills and professional learning are achieved.

It is recognised that whilst you may have knowledge and skills in a particular area and gained specific qualifications, you may not have the same confidence in teaching Food Technology or Hospitality in a classroom or kitchen setting with students or clients. Those of you who have been involved in Catering or the Hospitality Industry may find that the suggested teaching and learning strategies, and practical skill sets involved when teaching other people vary greatly from your own personal experiences. The underpinning values and key focus areas of teaching in a food contexts will be beneficial to your learning and will be discussed in depth so that your knowledge and skill level is progressive.

Practical Residential School focus areas:

- Practical cookery tasks - Junior to Senior Year Levels Food Studies and Hospitality
- Explicit Teaching and Learning Strategies
- Data Collection and Assessment Tools
- Classroom Behavioural Management Strategies
- Workplace Health and Safety
- Student Capabilities
- Evaluation
- Professional Reflection

Written: Design Brief

As practicing teachers, you will be asking students to use the Design Process to find solutions to a Design Brief. The Design Brief task is important so that you understand how to deconstruct a Design Brief using the Design Process. This assessment replicates what you will be asking your future students to know and do for assessment purposes. More information about this written assessment task will be given to you by your Residential School tutors, in Zoom tutorials and weekly Moodle content.

Assessment Due Date

Residential School Week 5 (Tuesday 3 April to Friday 6 April) all days inclusive, attendance compulsory. Written Design Brief due Friday 20 April 2018.

Return Date to Students

Week 7 Monday (23 Apr 2018)

Written feedback will be returned to students via Moodle Assessment Portal. Verbal feedback will be given in Zoom tutorials.

Weighting

50%

Assessment Criteria

Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools.

Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations.

Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online

Submission Instructions

Compulsory attendance at Residential School. Written Design Brief submitted via Moodle.

Learning Outcomes Assessed

- Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools
- Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
- Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence

3 Food Fusion Product

Assessment Type

Project (applied)

Task Description

Purpose

The purpose of this assessment task is to challenge you with a more complex application of the Design Process.

Design Challenge: Food Fusion Recipe Development

Develop a new fusion food product for a specific target group.

Your Task

1. Research existing products and determine a suitable target market for developing a new fusion product. Look within your local community for inspiration, cultural influences and produce available.
2. Identify a target market. Research a number of social and cultural groups within your local community. Identify appropriate ingredients specific to those cultural groups.
3. Analyse existing products. What is readily available in your local community? Find a niche or something that could be produced to complement what is already available.
4. Identify food availability challenges in your local area. One key ingredient in your final solution must be locally grown or produced.
5. Design a method for collecting data. For example, experiment in groups to solve problems and analyse data to find solutions.
6. Develop a set of specifications for recipe development based on your research and data collection.
7. Evaluate and identify possible products for development.
8. Design TWO suitable recipes for development and evaluate against specifications.
9. Carry out the planning for the development of ONE product.
10. Make, test and evaluate the product and results.
11. Create a marketing pitch and nutrition information panel for your product.

What to include in your submission?

As a guide, minimum word limit is 2000 words - maximum word limit is 4000 words. Photographs of your process and product development are to be included in your submission. Regardless of word limit, sufficient information must be provided to demonstrate that you have clearly, accurately and thoroughly developed your ideas, research and final product and applied each step of the Design Process. Your portfolio pages (either construct a website or Word document) should demonstrate evidence of the all steps of the Design Process. Detailed information about the Design Process will be provided in Moodle and Zoom tutorials.

Assessment Due Date

Week 12 Friday (1 June 2018) 11:45 pm AEST

Return Date to Students

Feedback will be provided to students 2 weeks after submission.

Weighting

35%

Assessment Criteria

Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools

Develop and create designed food solutions using design processes and production skills in a food specialisation context

Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations

Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Coversheet with link to a website; or Word document with all photographs compressed.

Learning Outcomes Assessed

- Discern and apply a range of practical and theoretical cookery skills and techniques appropriate to food specialisation contexts in secondary schools
- Develop and create designed food solutions using design processes and production skills in a food specialisation context
- Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
- Adhere to food safety practices, risk assessment procedures, and comply with relevant hospitality industry regulations and requirements when engaging in kitchen operations, food production and food service.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem