



# EDVT11021 Food Technology

## Term 1 - 2020

Profile information current as at 25/04/2024 03:18 pm

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 - 2020

- Mixed Mode

#### 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: 10%

#### 2. **Practical Assessment**

Weighting: 45%

#### 3. **Project (applied)**

Weighting: 45%

### 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 Unit Evaluation Survey

**Feedback**

The assessments are authentic.

**Recommendation**

Maintain authentic assessment tasks that reflect industry currency.

#### Feedback from Student Unit Evaluation Survey

**Feedback**

Length of assessment.

**Recommendation**

Adjust grade to align with assessment workload and expectations.

#### Feedback from Student Unit Evaluation Survey

**Feedback**

Assessment and portfolio example.

**Recommendation**

Provide examples of assessment.

#### Feedback from Student Unit Evaluation Survey

**Feedback**

Unit content and delivery.

**Recommendation**

Maintain high quality content, Residential School, student engagement, and lecturer enthusiasm.

## 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. 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
3. Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
4. Develop and create designed food solutions using design processes and production skills in a food specialisation context.

Nil

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level   Introductory Level   Intermediate Level   Graduate Level   Professional Level   Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 10%	•	•		
2 - Practical Assessment - 45%	•	•	•	•
3 - Project (applied) - 45%	•	•	•	•

### 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) - 10%	•	•	•	•		•				
2 - Practical Assessment - 45%	•	•	•	•	•		•			
3 - Project (applied) - 45%	•	•	•	•		•	•	•	•	

## 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

Copies can be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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](mailto:j.deagon@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

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 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 2: Workplace health and safety in food and hospitality environments	See unit Moodle for weekly topics and resources	Online Futura Module
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**Week 3 - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Unpacking recipes	See unit Moodle for weekly topics and resources	Online Futura Module

**Week 4 - 30 Mar 2020**

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 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Residential School		<b>Hospitality Theory Modules</b> Due: Week 5 Wednesday (8 Apr 2020) 11:45 pm AEST

**Residential School - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Residential School	See unit Moodle for information and resources	Tuesday 14 April to Friday 17 April 2020 (8:30AM - 5:00PM). All days inclusive. Attendance compulsory. Submission of written component of Assessment Task 1 Due: Friday 17 April 2020 (5:00 PM)

**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Senior School Food Studies and Hospitality	See unit Moodle for weekly topics and resources	

**Week 7 - 27 Apr 2020**

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 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Inclusivity in the Kitchen	See unit Moodle for weekly topics and resources	

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Indigenous Perspectives and Cultural Influences on Australian Cuisine	See unit Moodle for weekly topics and resources	

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Food Security	See unit Moodle for weekly topics and resources	

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11: Food labelling, additives and preservation		

**Week 12 - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Summary of Learning in Food Technology		<b>Food Design Challenge</b> Due: Week 12 Friday (5 June 2020) 11:45 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 15 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

### Residential School

Dates: Tuesday 14 April to Friday 17 April 2020 (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 Hospitality Theory Modules

#### Assessment Type

Online Quiz(zes)

#### Task Description

Four (4) online modules provide the theoretical knowledge that informs working safely and confidently in the kitchen and hospitality environments. Practical assessment of two of these modules will occur at Residential School. All hospitality 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 Wednesday (8 Apr 2020) 11:45 pm AEST

All quizzes must be completed prior to Residential School attendance

#### Return Date to Students

Week 5 Friday (10 Apr 2020)

Students receive Futura outcome reports for each quiz

#### Weighting

10%

#### Minimum mark or grade

Pass

#### Assessment Criteria

- Apply theories of cookery appropriate for a variety of food contexts.

#### Referencing Style

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

#### Submission

No submission method provided.

## 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

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 Residential School

### 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 will ensure that 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

### Return Date to Students

Vacation Week Friday (17 Apr 2020)

Feedback will be given at Residential School

### Weighting

45%

### Minimum mark or grade

Pass

### Assessment Criteria

- Adhere to appropriate Workplace Health and Safety considerations when engaging in food production and service.
- Complies with relevant hospitality industry regulations and requirements.
- Apply relevant facility maintenance processes and procedures in a kitchen environment.



- Practical expertise of food preparation skills and procedures.
- Knowledge and application of the Design Process.
- Apply a range of cookery techniques.
- Apply language, literacy and numeracy conventions.

### Referencing Style

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

### Submission

Offline 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
- Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
- Develop and create designed food solutions using design processes and production skills in a food specialisation context.

### Graduate Attributes

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

## 3 Food Design Challenge

### Assessment Type

Project (applied)

### Task Description

#### Purpose

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

#### Design Challenge

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 based on research.
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 portfolio?

No word limits apply but sufficient information must be provided to demonstrate that you have clearly, accurately and

thoroughly developed your ideas, research and final product. Your portfolio pages should demonstrate evidence of the following steps in the Design Process:

**Step 1: Identifying need/opportunity (Problem)**

Design situation and brief

Constraints

Research existing products to find a gap in the market

Cultural and social exploration

Produce availability

**Step 2: Research (Investigating):**

Research – questionnaire and analysis (results)

Develop a design specification

**Step 3: Prepare ideas (Generating):**

Develop 2 possible ideas – recipe & sketches

Choose one idea based on evaluation against specifications and a viable solution

**Step 4: Planning (Producing):**

Develop a timeplan, equipment list, ingredients list

Develop and plan a suitable sensory test to allow for fair testing

**Step 5: Testing and evaluation (Evaluating):**

Carry out testing and results

Photograph product and testing

Write a conclusion based on interpretation of results

Evaluate procedures of research and making

Identify weaknesses and suggest improvements

## What will your portfolio look like and how to submit it?

You will present your Design Brief solution as a portfolio. Your portfolio is to be presented as follows:

- If you have ICT skills, you may choose to construct an online e-portfolio which includes separate pages for each Design Process sequence, and photographs of your original work with commentary about your activities. Web-based platform (of your choice, not visible to the public) must be easy to navigate and each Design Process clearly identified and presented. To submit an e-portfolio you need to upload a WORD document via Moodle with an active hyperlink to your e-portfolio and provide password (if required); **OR**
- The alternative is to upload a Word or .pdf document with each sequence of the Design Process clearly identified with photographs and commentaries of your work. Important - compress all photographs appropriately but ensure that each photograph is clear for the marker to see. Upload the whole Word document or .pdf in a .zip file to Moodle. Portfolio must be in one document.

### Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (19 June 2020)

### Weighting

45%

### Assessment Criteria

- Applies theories of cookery appropriate for food contexts.
- Uses a range of cookery skills and knowledge to complete practical tasks.
- Demonstrates awareness of complex factors including social and cultural influences, local food culture and available produce.
- Uses research techniques to explore existing products, design specifications, product analysis and results.
- Prepares ideas and plans effectively using the design process
- Uses analysis and evaluation techniques to develop specifications, recipes and solutions.
- Carries out testing and evaluation, including identification of strengths and weaknesses, modifications, photographic evidence of product testing, and final results.
- Creates packaging, accurate nutritional label, and marketing appropriate to the final product.

### Referencing Style

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

**Submission**

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
- Investigate and critically analyse complex factors that impact food production and consumption including social, cultural, ethical, marketing, safety and sustainability considerations
- Develop and create designed food solutions using design processes and production skills in a food specialisation context.

**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