



EDVT11021 Food Technology

Term 1 - 2023

Profile information current as at 27/04/2024 03:56 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 Design and Technologies 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 - 2023

- 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 Survey

Feedback

Would be good to put the Design Process earlier in the term so we can get used to the concepts for the assessment.

Recommendation

Reorganise Moodle content to include earlier scaffolding of the Design Process.

Feedback from Student Survey

Feedback

The Food Design assessment was challenging and authentic and I was able to use my transferable skills and see how they apply to classroom practice.

Recommendation

Continue to provide challenging and authentic assessment that incorporates relevant classroom practice.

Feedback from Verbal feedback from cohort

Feedback

Residential School was a fantastic opportunity to meet my peers face-to-face and form relationships that now help me with Distance Education support.

Recommendation

Continue with face-to-face Residential Schools.

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



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				

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

Both paper texts include a copy of the eBook as well and can be purchased at 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)
- MS Teams

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nyree Malone Unit Coordinator

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Jay Deagon Unit Coordinator

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 1: Teaching and exploring Food Technology	See Moodle for weekly activities and resources	Introduction to Hospitality Preliminary Activity (See Orientation Section in Moodle) Prepare for Residential School attendance (See Assessment Section in Moodle) Module 1 - Work safely and hygienically: Quizzes 1.1 & 1.2
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Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Workplace health and safety in food and hospitality environments	See Moodle for weekly activities and resources	Module 1 - Work safely and hygienically: Quizzes 1.3, 1.4 & 1.5

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Unpacking recipes	See Moodle for weekly activities and resources	Working as a Global Team: Quizzes 4.1 & 4.2

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: The Australian Curriculum (Years 7-10 food subjects)	See Moodle for weekly activities and resources	Working as a Global Team: Quizzes 4.3, 4.4 & 4.5

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Design thinking in food specialisations	See Moodle for weekly activities and resources	AT1 - Due Friday Hospitality (VET) Quizzes Due: Week 5 Friday (7 Apr 2023) 1:00 pm AEST

Break Week (Residential School) - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Residential School		AT2 4-Day Residential School: Monday 11 April to Thursday 14 April 2023. 8.30am to 4.30pm daily (unless otherwise advised). All days inclusive. All days compulsory. Residential School Due: Vacation Week Friday (14 Apr 2023) 3:00 pm AEST

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Introduction to Senior School Food Studies and Hospitality	See Moodle for weekly activities and resources	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Managing a Kitchen: Embedded literacies and numeracy in food contexts	See Moodle for weekly activities and resources	

Week 8 - 01 May 2023

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

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Topic 9: Indigenous Perspectives and Cultural Influences on Australian Cuisine

See Moodle for weekly activities and resources

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Food labelling, additives and preservation	See Moodle for weekly activities and resources	

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11: Food Security	See Moodle for weekly activities and resources	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Summary of Learning in Food Technology	See Moodle for weekly activities and resources	AT3 - Due Friday Food Design Challenge Due: Week 12 Friday (2 June 2023) 1:00 pm AEST

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Hospitality (VET) Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Modules - Introduction to Hospitality

To give you an idea about current Hospitality practices in schools, two Hospitality modules have been developed **based upon** a Certificate II in Hospitality. These have been selected for you to complete as theoretical content and assessment in this Food Technology unit. Each module of this partial qualification contains multiple units and an associated online quiz. The unit descriptions that you will be assessed on are:

Module 1 - Work safely and hygienically

Participate in safe work practices

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices. The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards. The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

Module 2 - Working as a Global Team

Work effectively with others

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues,

problems and conflict. It applies to individuals who perform a range of routine tasks using a limited range of practical skills, and a fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

Show social and cultural sensitivity

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise. The unit applies to all tourism, travel, hospitality and event sectors. All personnel at all levels use this skill in the workplace during the course of their daily activities.

Instructions

These course modules provide the theoretical knowledge that informs working safely and confidently in the kitchen and hospitality environments. Practical assessment of some of these modules will occur at Residential School. All hospitality theory modules must be completed before Residential School attendance.

If you already have hospitality experience and qualifications - for the purpose of this Food Technology Unit and Assessment - you will still need to complete these online modules because they have pedagogical significance to your future work as a teacher.

Each quiz requires you to answer a number of questions in an online quiz environment. You are required to score 100% to be considered satisfactory in each quiz.

Additional supporting information is located in Moodle.

Number of Quizzes

10

Frequency of Quizzes

Weekly

Assessment Due Date

Week 5 Friday (7 Apr 2023) 1:00 pm AEST

All quizzes must be completed and passed before Residential School attendance

Return Date to Students

Week 5 Friday (7 Apr 2023)

Students receive outcome report for each quiz

Weighting

10%

Minimum mark or grade

100% pass of all 10 quizzes

Assessment Criteria

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

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

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 individually and collaboratively will ensure that development of teaching strategies,

classroom management skills and professional learning are achieved.

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 and Kitchen Behavioural Management Strategies
- Workplace Health and Safety
- Student Capabilities
- Evaluation
- Professional Reflection

Hospitality practical skills sets assessed at Residential School:

1. Participate in safe work practices
2. Use hygienic practices for food safety

Additional supporting information is located in Moodle.

Assessment Due Date

Vacation Week Friday (14 Apr 2023) 3:00 pm AEST

4-Day Residential School: Monday 11 April to Thursday 14 April 2023. 8.30am to 4.30pm daily (unless otherwise advised). All days inclusive. All days compulsory.

Return Date to Students

Vacation Week Friday (14 Apr 2023)

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 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Submission Instructions

Daily observations by Residential School Facilitator

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.

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

- 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.
- Identify a target market. Research a number of social and cultural groups within your local community. Identify appropriate ingredients specific to those cultural groups.
- Investigate 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.
- Identify food security/availability challenges in your local area. One key ingredient in your final solution must be locally grown or produced.
- Design a method for collecting data. For example, a survey, a tally, an observation sheet.
- Develop a set of specifications based on your research.
- Evaluate and identify possible products for development.
- Design TWO suitable recipes for development and evaluate against specifications.
- Carry out the planning for the development of ONE product.
- Make and test the product and evaluate results.
- 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 and food security challenges in your area

Step 2: Research (Investigating):

- Research - for example, tally, observations, questionnaire and analysis (results)
- Develop design specifications

Step 3: Prepare ideas (Generating):

- Develop two (2) possible ideas - recipe & sketches
- Choose one (1) idea based on evaluation against specifications as a viable solution to design brief (use decision-making matrix)

Step 4: Planning (Producing):

- Develop a workplan (equipment list, ingredients list, method)
- Develop and plan a suitable sensory test to allow for fair testing

Step 5: Testing and evaluation (Evaluating):

- Make product (carry out testing, make adjustments and report results)
- Photograph each stage of product production (prep, cooking and final product) and sensory testing
- Write a conclusion based on interpretation of results of production and sensory testing
- Evaluate your development procedures and making of the product
- 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:

1. If you have ICT skills, you may choose to construct an online e-portfolio that 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
2. 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.

Additional supporting information is located in Moodle.

Assessment Due Date

Week 12 Friday (2 June 2023) 1:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2023)

Weighting

45%

Minimum mark or grade

Pass

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 7th Edition \(APA 7th edition\)](#)

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.

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