

# Food and Nutrition

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	FDN315113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

## Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community, health and wellbeing

The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences. Food and allied health sectors represent a robust and expanding sector of the local, national and global employment markets. This course connects with work, vocational education and training and university pathways in this sector.

### Course Description

Food and Nutrition provides learners with a background to study food and health related university courses. It also assists learners to identify and undertake careers in food-related industries along with developing knowledge and skills to enhance their own health and wellbeing. The course responds to community concerns about increasing levels of diet-related conditions by providing learners with the knowledge and skills to make informed choices. The course provides learners with an understanding of human nutrient requirements and how these are met through diet. Learners develop their understanding of diet analysis to enable them to modify diets according to Recommended Dietary Intakes and Food Selection Models. Major macronutrients of carbohydrates, lipids and proteins; energy use by the human body, and control of energy balance are studied along with the importance of micronutrients, non-nutrients and water balance. Major nutrition-related conditions that affect the health of many Australians are studied including, obesity, cardiovascular disease, type 2 diabetes and some diet related cancers.

Learners will analyse influences on food choice and the effects on dietary behaviour and health. Nutrition promotion including designing, planning and evaluating nutrition promotion programs, in a variety of settings (e.g. children and families, workplaces and food labelling) will assist learners to understand factors that drive consumers to eat certain foods.

Food issues related to nutrition and the market place are raised, investigated and debated. Learners critically inquire into the environmental impacts of current food production practices. This knowledge enables learners to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Learners will focus a component of their learning in an area of specific interest or in an area related to a vocational pathway by undertaking an independent project. Learners are encouraged to link their learning to community and vocational settings to enrich their insights into possible personal pathways.

## Rationale

Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community, health and wellbeing. The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences.

Food and allied health sectors represent a robust and expanding sector of the local, national and global employment markets. This course connects with work, vocational education and training and university pathways in this sector.

## Learning Outcomes

On successful completion of this course, learners will be able to:

1. apply an understanding of nutrition, food and health to enable diet, menu and recipe analysis and modification
2. analyse the influences and interrelationships between factors affecting food choice of individuals and groups
3. use knowledge of food to analyse the nutritional and aesthetic quality of food and food products
4. design and carry out research projects by collecting, analysing, and applying valid research methodologies to food related issues
5. analyse the impact of current and emerging food production, processing and marketing techniques on the environment, food supply and health
6. address specific food needs by integrating knowledge and skills related to food, nutrition and food choice
7. locate and critically analyse food and nutrition related information
8. design and evaluate nutrition promotion strategies
9. demonstrate skills in managing and organising resources to complete tasks within agreed timeframes
10. explore vocational opportunities and potential pathways in food and nutrition related areas.

## Pathways

Food and Nutrition Level 3 complements senior secondary courses in Health Studies, Sports Science, Biology and other Sciences, depending on learners' pathways.

Tertiary pathways in the Health Sciences, Dietetics, Nutrition, Environmental Health and Community Health are provided. Education, especially in Design and Technology and Health and Physical areas, is also a possible pathway.

Further vocational pathways include Hospitality, Fitness, Recreation, Retail, Children's Services and Food Enterprise as learners can value-add to their training package. Learners will gain insights into the scientific principles regarding functional properties of food and the opportunity to apply nutrition knowledge in menu planning and recipe modification.

## Resource Requirements

Learners must have access to:

- information communications technology, newspapers, magazines and broadcasts on current food issues
- people engaged in food and health related industries is also required (e.g. via email, interview, excursions, observations)
- domestic-style kitchen facilities (if provider plans practical delivery tasks/assessment requiring such facilities).

## Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

## Course Requirements

Learners must complete **all five** (5) units of study:

- Nutrition
- Diet Analysis
- Food Choice
- Health Promotion
- Food Issues.

## Course Content

The course is to be delivered in an integrated manner using current and relevant food-related issues to complement the content below. Unit topics/sub-topics may be delivered as purely theoretical studies or as studies contextualised within practical activities.

Learners must complete **all five** (5) units of study. It is recommended that the first 3 units are studied prior to Units 4 & 5:

1. Nutrition
2. Diet Analysis
3. Food Choice
4. Health Promotion
5. Food Issues.

### UNIT 1: NUTRITION – IDENTIFY RELATIONSHIPS BETWEEN FOOD AND HEALTH (SUGGESTED 35% OF DELIVERY TIME)

#### Food Nutrients

Learners will develop understanding of the types, functions, sources and consequences of imbalances of nutrients and non-nutrients in food which contribute to health.

1. Macronutrients – Types, functions, sources, consequences of imbalances:
  - o Protein (complete & incomplete)
  - o Lipids/Fats (saturated, monounsaturated & polyunsaturated) and trans  
Essential fatty acids Omega 3 and 6  
Relationship between dietary fat and blood cholesterol levels including HDLs, LDLs
  - o Carbohydrates (mono/disaccharides and polysaccharides including fibre) Glycaemic Index
  - o Water.
2. Micronutrients
  - o Vitamins – classification and awareness of generalised roles (e.g. interrelationships)  
Focus on Folate, Vitamin D (sources, functions and deficiencies)
  - o Minerals – overview and sources  
Focus on Iron, Calcium, Sodium, Potassium and Iodine (sources, functions and imbalances).
3. Non-Nutrients
  - o phytoestrogens, antioxidants and probiotics.
4. Nutrition Terms
  - o Nutrient Density/Energy Density
  - o Nutrient Reference Values – RDI, EAR, AI, EER, UL.
5. Food handling to retain maximum nutritive value.

#### Energy

1. Identify sources of energy and examine factors which influence energy balance
  - o Sources
  - o Overview of requirements and recommended proportions as % of total energy from macronutrients
  - o Energy balance
    - Balanced eating plans versus diets
    - Basal Metabolic Rate (BMR) and factors affecting
  - o Maintaining healthy weight range
    - Assessment of healthy weight using Body Mass Index, Measure Up.

#### Diet-related conditions and dietary implications

1. Emphasis on heart disease, diabetes Type 2, overweight and obesity
  - o Definitions
  - o Recent Australian Statistics
  - o Dietary factors that increase risk
  - o Prevention Strategies.

### UNIT 2: DIET ANALYSIS (SUGGESTED 15% OF DELIVERY TIME)

Learners will interpret dietary analysis data and identify nutrient requirements at different stages of the lifecycle and for different levels of health and activity.

1. Interpret Dietary Analysis Data
  - o Identify nutrient requirements at different stages of the lifecycle and for different levels of health and activity
  - o Compare the nutritional requirements of individuals with different needs
  - o Analyse diets, menus and recipes and make appropriate modifications to improve them using Nutrient Reference Values & Food Selection Tools as listed below (#2).
2. Apply Nutrient Reference Values & Food Selection Tools to diet and recipe modification
  - o Recommended Dietary Intakes
  - o Food Selection Tools
    - Australian Dietary Guidelines
    - Australian Guide to Healthy Eating
  - o Modify Recipes and develop menus for individual requirements.

### **UNIT 3: FOOD CHOICE (SUGGESTED 15% OF DELIVERY TIME)**

Learners will develop an understanding of how various factors influence the selection of food for individuals and groups.

1. Physiological Factors – NB: Nutritional Requirements are covered in the Nutrition and Diet Analysis Unit
  - o Appetite Hunger and Satiety
  - o Sensory Reactions to food – Appearance – colour, shape, turgor
    - Flavour
    - Aroma
  - o Food Sensitivities – Allergies and intolerances.
2. Psychological Influences
  - o Values
  - o Beliefs
  - o Attitudes and Experiences
  - o Habits
  - o Emotions
  - o Self Concept.
3. Social Influences
  - o Culture and Tradition
  - o Lifestyle
  - o Social Interactions.
4. Economic Influences
  - o Cost
  - o Marketplace
  - o Resources
  - o Occupations and finances.

### **UNIT 4: HEALTH PROMOTION (SUGGESTED 10% OF DELIVERY TIME)**

Learners will develop understand about how Nutrition promotion strategies influence the health of individuals and groups.

1. Nutrition Promotion – Who is responsible for the promotion of good health?
  - o Government Role
  - o Food Industry
  - o Communities
  - o Schools
  - o Media and Marketing Trends
  - o Not-for-profit Health Promotion organisations – AIHWB, NHMRC, Eatwell Australia, Heart Foundation, Diabetes Australia, Nutrition Foundation
  - o Evaluate at least one promotion strategy in detail (e.g. Advertising Campaigns such as “measure Up”, Canteen Nutrition Policies, school policies)
  - o Designing nutrition promotion campaigns.
2. Food legislation: who makes it?
  - o Federal food laws
  - o Food Labels and labelling laws.

## UNIT 5: FOOD ISSUES (SUGGESTED 25% OF DELIVERY TIME)

This Unit introduces learners to a range of food-focussed issues. Many of these issues link to the NUTRITION, DIET ANALYSIS, FOOD CHOICE and HEALTH PROMOTION units and may be integrated with the delivery and assessment of these Units' content.

### UNIT 5.A – COMPULSORY TOPICS (Suggested 20 hours delivery)

#### 1. Food Security

- Definition
- Statistics – global, national (e.g. population, food supply)
- Barriers and risk factors for food security
- Components of food security
- Groups of people most 'at risk' of food insecurity in developing countries and Australia
- Strategies to help reduce the incidence of food insecurity in developing countries and Australia:
  - Technology
  - Education
  - Government policy
  - Aid
  - Sustainable food systems.

*Learners will analyse interventions, programs or initiatives that are designed to address food insecurity. Examples will be drawn from both a developing country and Australia. Each example will involve more than one of the strategies listed above.*

#### 2. Ecological Sustainability

- Definition
- The food system (primary, secondary, tertiary, consumer practices)
- Relevant statistics in relation to the food system
- Barriers to sustainable food systems
- Strategies:
  - Technology
  - Education
  - Government policy
  - Sustainable food systems.

*Learners will analyse interventions, programs or initiatives that are designed to address the ecological sustainability of food systems. At least **three** examples will be analysed. Each example will involve more than one of the strategies listed above.*

### UNIT 5.B – ELECTIVE TOPIC (Suggested 10 hours delivery)

Select **one** of the following:

1. Food Innovation
2. Food Processing and Packaging
3. Development of the "Australian Diet".

#### 1. Food Innovation – new food products and functional foods

- Reasons for development of new products
  - Consumer demands – convenience, special dietary needs, income, lifestyle
- Definitions of functional foods – nutritionally modified
- Analysis or development of new and/or functional food product.

#### 2. Food Processing and Packaging

- Why process food?
- Food Preservation
  - cause of food spoilage
  - growth of microorganism
  - Principles of preservation

- Preservation processes
- Packaging
  - purposes
  - materials
  - innovations
- Analysis or development of processed/preserved food and/or packaging.

### 3. Development of the “Australian Diet”

- foods native to Australia
  - traditional aboriginal foods
  - Australian indigenous foods today
- global migration of cultural groups
  - colonial food production
  - migrant groups – choose 2 from:
    - United Kingdom, Italy, China, Greece, Asia, Lebanon, India
- Analysis or development of a native and/or food that reflects a cultural influence.

### Work Requirements

Learners must design and use **at least one** survey instrument to collect food and nutrition data that they will analyse, and which will form the basis for a written report. It is recommended that this requirement be met as part of the studies undertaken in either Unit 4 or Unit 5. *Note: see Criterion 1, standard elements 2, 3 & 4.*

The use of survey instruments to collect data on food and nutrition issues constitutes scientific research involving humans. The study must take full account of relevant principles and guidelines related to ethical conduct in human research.

*Human research is research conducted with or about people, or their data or tissue. It has contributed enormously to human good. Much human research carries little risk and in Australia the vast majority of human research has been carried out in a safe and ethically responsible manner. But human research can involve significant risks and it is possible for things to go wrong. Sometimes risks are realised despite the best of intentions and care in planning and practice. Sometimes they are realised because of technical error or ethical insensitivity, neglect or disregard.*

[National Statement on Ethical Conduct in Human Research](#) (2007) p.3. (accessed 29 May 2012)

Learners must gain approval from the teacher – on behalf of the provider – prior to undertaking the collection of data using their survey instrument. Records will be made of the relevant ethical conduct in human research principles and guidelines, the actions taken to address these, and the teacher’s approval (or rejection/modification) of the proposed survey instrument.

Useful resources on principles and guidelines related to ethical conduct in human research include:

- [National Statement on Ethical Conduct in Human Research](#) (2007)
- UTAS ‘[About Human Research Ethics](#)’.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by learners
- community confidence in the integrity and meaning of the qualifications.

**Process** – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

## External Assessment Requirements

The external assessment requirements for Food and Nutrition Level 3 consist of a 3-hour written examination, which assesses criteria 2, 4, 5, 6 and 8.

## Criteria

The assessment for Food and Nutrition Level 3 will be based on the degree to which the learner can:

1. research, analyse and evaluate information from a variety of sources
2. communicate ideas and information in a variety of forms\*
3. plan, organise and complete activities both independently and collaboratively
4. demonstrate knowledge and understanding of the relationship between nutrition, food and health\*
5. analyse and evaluate diets using Nutrient Reference Values and recognised food selection tools\*
6. demonstrate knowledge and understanding of factors affecting food choice \*
7. apply the principles of nutrition and food choice to health promotion
8. demonstrate knowledge and understanding of food related issues\*

\* = denotes criteria that are both internally and externally assessed



## Standards

### Criterion 1: research, analyse and evaluate information from a variety of sources

The learner:

Rating A	Rating B	Rating C
critically analyses sources, selects accurate and relevant information, and correctly extracts detailed meaning to form a reasoned response and reach valid, logical conclusions about food and nutrition issues	analyses sources and selects relevant information, and correctly extracts meaning to form a considered response and reach valid conclusions about food and nutrition issues	selects information and correctly extracts basic meaning to form a response and reach some valid conclusions about food and nutrition issues
designs a survey instrument for data collection, tests its user-friendliness and appropriateness for collecting desired data, and modifies it as required	designs a survey instrument for data collection, tests its appropriateness for collecting desired data, and modifies it as required	designs a basic survey instrument for data collection and modifies it as directed
identifies relevant principles and guidelines of ethical conduct related to a human research study, and proposes effective actions to address these	identifies relevant principles and guidelines of ethical conduct related to a human research study, and proposes some actions to address these	identifies some relevant principles and guidelines of ethical conduct related to a human research study
critically evaluates the accuracy, scope and validity of information collected, and – when appropriate – analyses it in the light of similar studies undertaken by others	evaluates the accuracy and scope of information collected	makes some valid observations regarding the accuracy and scope of the information collected
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	identifies the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy*	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly*	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly*
creates appropriate, well structured reference lists/bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

\* The Harvard referencing system is recommended.

### Criterion 2: communicate ideas and information in a variety of forms

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
clearly and accurately conveys ideas and information in a logical, coherent manner using appropriate formats*	clearly and accurately conveys ideas and information in a logical manner using appropriate formats*	conveys ideas and basic information in a logical manner using some appropriate formats*
produces written work in which English usage is correct including grammar, spelling of technical/specialised terms, punctuation, accurate sentence structure, and effective use of paragraphs	produces written work in which English usage is generally correct including grammar, spelling, punctuation, sentence structure, and use of paragraphs	produces written work in which basic English usage is correct, including grammar, spelling of common words, simple punctuation, sentence structure, and use of paragraphs

correctly uses specialised terminology when discussing food and nutrition issues	correctly uses terminology when discussing food and nutrition issues	correctly uses basic terminology when discussing food and nutrition issues
creates appropriate and clear graphs and tables to communicate complex food and nutrition data/information	creates appropriate and clear graphs and tables to communicate food and nutrition data/information	creates simple graphs and tables to communicate food and nutrition data/information
creates complex reports and papers using appropriate formatting conventions. Reports are clearly and correctly structured.**	creates reports and papers using appropriate formatting conventions. Reports follow required structure.**	creates simple reports and papers using formatting conventions as directed. Reports generally follow required structure.**

\* 'formats' might include, but are not limited to:

- using ICT to create a PowerPoint presentation
- creating a poster, brochure or flyer
- giving a class talk or verbal presentation
- written responses.

\*\* 'formatting conventions' as they relate to different kinds of reports/papers (such as survey reports, experiment reports, and research papers). 'Structure' may include: introduction; methods; results; discussion; conclusion; references/citation; and reference list/bibliography.

### Criterion 3: plan, organise and complete activities both independently and collaboratively

The learner:

Rating A	Rating B	Rating C
provides evidence of detailed, sequenced and logical planning*	provides evidence of clear and detailed planning*	provides evidence of clear planning*
accurately follows complex instructions relating to tasks	accurately follows instructions relating to tasks	follows simple instructions relating to a given task
effectively and efficiently adapts plans and actions to meet new circumstances or conditions	appropriately adapts plans and actions to meet new circumstances or conditions	adapts plans and actions as directed
demonstrates sophisticated organisation skills in addressing tasks or activities. The learner makes effective use of planning tools and work schedules, and reviews plans and schedules so as to complete tasks within given timeframes.	demonstrates strong organisation skills in specific tasks or activities by managing time so as to complete tasks within given timeframes	demonstrates basic organisation skills in particular tasks or in-class activities  <i>For example, materials arranged in an accessible manner, correct materials brought as required.</i>
initiates, leads and manages collaborative tasks, and facilitate others in the planning, organisation and completion of group activities and the attainment of group goals.	constructively contributes to group activities and the attainment of group goals, and can lead and manage a small group in some situations.	constructively contributes to group activities and the attainment of group goals.

\*Illustrative example of evidence: 'C' rating – learner provides an outline that highlights key points they will cover when answering a question or undertaking a group task; 'B' rating – learner provides a detailed outline that highlights key points they will cover when answering a question or undertaking a group task; 'A' rating – learner provides a comprehensive outline with points they will cover when answering a question or undertaking a group task.

## Criterion 4: demonstrate knowledge and understanding of the relationship between nutrition, food and health

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
describes, with reference to a wide range of food sources, macro-, micro- and non-nutrients	describes, with reference to a range of food sources, major macro-, micro- and non-nutrients	identifies, with reference to a limited range of food sources, some macro-, micro- and non-nutrients
analyses differences between macro-, micro- and non-nutrients	describes differences between macro-, micro- and non-nutrients	identifies differences between macro-, micro- and non-nutrients
describes the functions of nutrients and non-nutrients, provides accurate explanation of the interrelationships between them, and the health consequences of imbalances	describes the functions of nutrients and non-nutrients, and the health effects of imbalances	describes the major functions of nutrients and non-nutrients, and identifies some of the health effects of imbalances
provides detailed explanation and analysis of the sources of energy and its role in a diet	explains sources of energy in the diet and describes its role in a diet	identifies some sources of energy in the diet and describes major aspects of its role in a diet
analyses health consequences of imbalances between the Estimated Energy Requirements and energy rations. The learner recommends appropriate dietary modifications with reference to Estimated Energy Requirements and justifies these recommendations.	identifies and describes health consequences of imbalances between the Estimated Energy Requirements and energy rations. The learner recommends appropriate dietary modifications with reference to Estimated Energy Requirements.	identifies and describes major health consequences of imbalances between the Estimated Energy Requirements and energy rations. The learner recommends some appropriate dietary modifications.
describes a wide range of diet-related conditions and analyses contributing factors.	describes a range of diet-related conditions and explains contributing factors.	defines common diet-related conditions and links these to contributing factors.

## Criterion 5: analyse and evaluate diets using Nutrient Reference Values and recognised food selection tools

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
accurately analyses data when comparing diets and recipes using Nutrient Reference Values, and makes logical, reasoned predications	analyses data when comparing diets and recipes using Nutrient Reference Values, and makes some reasoned predications	draws some valid, basic conclusions based on interpretation of diet and recipes using Nutrients Reference Values
accurately analyses data when comparing diets and recipes using food selection tools, and makes logical, reasoned predications	analyses data when comparing diets and recipes using food selection tools, and makes some reasoned predications	draws some valid, basic conclusions based on interpretation of diet and recipes using food selection tools
suggests a range of appropriate modifications to improve diets and align them with food selections models, Nutrient Reference Values or recommendations for specific, diet-related	suggests some appropriate modifications to improve diets and align them with food selections models, Nutrient Reference Values or recommendations for specific,	suggests some appropriate modifications to improve diets and align them with food selections models, Nutrient Reference Values or

conditions. The suggested modifications are justified with valid and logical explanation.	diet-related conditions. The suggested modifications are justified.	recommendations for diet-related health conditions.
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## Criterion 6: demonstrate knowledge and understanding of factors affecting food choice

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
identifies all factors that impact on the food choices made by individuals and groups, and analyses a broad range of illustrative examples	identifies most of the factors that impact on the food choices made by individuals and groups, and provides a range of illustrative examples which are discussed in detail	identifies some of the factors that impact on the food choices made by individuals and groups, and provides a range of illustrative examples
critically analyses the inter-relationships between a broad range of factors influencing the food choices made by individuals and groups	analyses the inter-relationships between a range of factors influencing the food choices made by individuals and groups	identifies some of the inter-relationships between factors influencing the food choices made by individuals and groups
critically analyses relevant social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues or scenarios. The learner accurately describes inter-relationships between factors, and can identify their relative significance.	analyses a range of relevant social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues or scenarios. The learner identifies inter-relationships between factors.	describes major social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues or scenarios
provides solutions to food-related issues or problems that effectively respond to the social, economic, psychological and/or physiological factors involved. The solutions are justified with valid and logical explanation.	provides solutions to food-related issues or problems that respond to the social, economic, psychological and/or physiological factors involved. The solutions are justified.	provides solutions to food-related issues or problems that take account of some of the major social, economic, psychological and/or physiological factors involved

## Criterion 7: apply the principles of nutrition and food choice to health promotion

The learner:

Rating A	Rating B	Rating C
accurately identifies a wide range of influences on food choice for individuals and groups, and uses this information to critically analyse strategies used for nutrition promotions	accurately identifies a range of influences on food choice for individuals and groups, and uses this information to analyse the effectiveness of strategies used for nutrition promotions	accurately identifies some of the influences on food choice for individuals and groups, and uses this information to evaluate strategies used for nutrition promotions
identifies and critically evaluates nutrition principles used when reviewing existing nutrition promotions	identifies and justifies the nutrition principles used when reviewing existing nutrition promotions	identifies nutrition principles when reviewing existing nutrition promotions
applies the principles of nutrition to analyse and interpret food labels  <i>For example, the learner:</i>	applies the principles of nutrition to analyse and interpret food labels  <i>For example, the learner:</i>	applies most of the principles of nutrition to interpret food labels  <i>For example, the learner:</i>

<ul style="list-style-type: none"> <li>assesses ingredients using Nutrient Reference values and classify as them as low salt, low fat, etc...</li> <li>compares a range of labels using the “per 100g” column of the nutrition information panel</li> </ul>	<ul style="list-style-type: none"> <li>assesses ingredients using Nutrient Reference values and classify as them as low salt, low fat, etc...</li> <li>compares a range of labels using the “per 100g” column of the nutrition information panel</li> </ul>	<ul style="list-style-type: none"> <li>assesses ingredients using Nutrient Reference values and classify as them as low salt, low fat, etc...</li> <li>compares 2 labels using the “per 100g” column of the nutrition information panel</li> </ul>
makes recommendations regarding modifications to food labels to clarify information		
designs a range of detailed nutrition promotions for an individual or group and critically evaluates the promotions.	designs and evaluates two or more effective nutrition promotions for an individual or group.	designs a suitable nutrition promotion to target an individual's needs.

## Criterion 8: demonstrate knowledge and understanding of food related issues

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
identifies relevant food issues and provides a comprehensive profile of the key features	identifies relevant food issues and profiles the key features in detail	identifies relevant food issues and profiles some key features
accurately identifies key individuals and/or groups and resources that may be affected by specific food issues. The learner provides clear and reasoned arguments – supported by examples and data – as to how and why people and resources are affected.	accurately identifies a range of individuals and/or groups and resources that may be affected by specific food issues. The learner provides reasons and examples as to why and how these people and resources are affected.	identifies some of the individuals and/or groups that may be affected by specific food issues. The learner provides some examples as to why and how these people are affected.
identifies a broad range of factors and concepts which relate to food issues and proposes a range of realistic strategies to address these	identifies most of the factors and concepts which relate to a food issue and proposes some realistic strategies to address these	identifies major factors and concepts which relate to a specific food issue and proposes some strategies to address these
critically evaluates each of the proposed strategies to address food issues, including detailed consideration of their feasibility	provides detailed evaluation of proposed strategies to address food issues, including consideration of their feasibility	provides reasons for proposed strategies to address food issues
provides detailed analysis of the ethical, environmental and health factors in discussions about sustainability and food production (e.g. genetic modification, free range). The learner provides a range of relevant examples.	evaluates ethical, environmental and health factors associated with sustainability and food production (e.g. genetic modification, free range). The learner provides a range of relevant examples.	identifies some of the ethical, environmental and health factors associated with sustainability and food production (e.g. genetic modification, free range). The learner provides some relevant examples.

## Qualifications Available

Food and Nutrition Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from the external assessment).

The minimum requirements for an award in Food and Nutrition Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A', 3 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education acknowledges the significant leadership of Heather Rawding and the Tasmanian Academy in the development of this course.

## Accreditation





The accreditation period for this course is from 1 January 2013 to 31 December 2017.

## Version History

Version 1 – Accredited version 14 November 2012. This course replaces Food and Nutrition 3 (FDN315108).

Version 1.a – Minor amendment approved on 12 February 2014 (CEO BN2/14): clarification of topics and sub-topics in Unit 5.A 1 & 2, and minor amendments to some standard elements in criterion 8.

## Supporting documents including external assessment material

-  [FDN315113 Assessment Report 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Assessment Report 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Exam Guidelines 2013-2017.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Exam Paper 2013.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Exam Paper 2014.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Exam Paper 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315113 Exam Paper 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [FDN315108 Assessment Report 2012.pdf](#) (2017-07-26 03:07pm AEST)
-  [FDN315113 Assessment Report 2013.pdf](#) (2017-07-26 03:07pm AEST)
-  [FDN315113 Assessment Report 2014.pdf](#) (2017-07-26 03:07pm AEST)
-  [FDN315108 Exam Paper 2012.pdf](#) (2017-07-26 03:08pm AEST)
-  [FDN315113 Exam Paper 2017.pdf](#) (2017-11-23 05:03pm AEDT)