Food and Nutrition

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	FDN315118
COURSE SPAN	2018 — 2026
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. 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. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.

Course Description

Learners develop their understanding of nutrition and dietary analysis to enable them to analyse and modify diets according to Nutrient Reference Values (NRVs) and Food Selection Models. Major macronutrients of carbohydrates, fats 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 chronic conditions that affect the health of many Australians are studied including, obesity, cardiovascular disease, type-2 diabetes and some micronutrient deficiencies.

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 will be raised, investigated and debated. Learners will critically inquire into the environmental impacts of current food production and distribution practices. This knowledge will enable 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.

Rationale

Food is fundamental to our lives, and food choices impact directly on the wellbeing of individuals, as well as that of our families and communities. Globally, many people do not have access to a secure or nutritionally adequate food supply, yet those that do often make poor food choices in regard to health. Food and Nutrition learners analyse nutritional requirements for individuals and groups and explore influences on food choices. The course responds to global and community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices.

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. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.

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.

Aims

Food and Nutrition Level 3 aims to build learners knowledge and understanding of nutrition and the impact this can have on health. Learners will develop skills and knowledge enabling them to consider local and global contexts in regards to food security and ecological sustainability of our food supply.

Learning Outcomes

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

1. apply an understanding of nutrition, food and health to analyse and modify diets, menus and recipes
2. analyse the influences and interrelationships between factors affecting food choices of individuals and groups
3. use knowledge of food to analyse the nutritional and aesthetic qualities of food and food products
4. analyse information and data regarding food related issues
5. analyse the impact of current and emerging food production, processing and marketing techniques on the environment, current and future food supply and health
6. locate and critically analyse food and nutrition related information
7. design and evaluate nutrition promotion strategies
8. work individually and as a member of a team to manage and organise resources to complete tasks within agreed timeframes
9. communicate ideas and information in a range of appropriate formats.

Pathways

Learners who have completed prior study in the area of Australian Curriculum - Design and Technology: Food Specialisations (band 9-10) will be well placed to engage in this course, however there are no mandatory entry requirements to this course.

Food and Nutrition Level 3 complements senior secondary courses such as *Health Studies*, *Sports Science*, *Biology* and other Sciences.

This course provides a pathway to tertiary study in the Health and Medical Sciences, Dietetics, Nutrition, Environmental Health and Community Health areas. Education, especially in Design and Technology and Health and Physical areas, is also a possible pathway.

Further vocational pathways include Hospitality, Fitness, Recreation, Retail, Community and Children's Services and Food Enterprise as learners can value-add to their training package.

Food and Nutrition Level 3 provides learners with a solid 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.

Resource Requirements

Learners must have access to:

- information communications technology – including dietary analysis software, online resources, newspapers, magazines and broadcasts relating to current food issues
- domestic-style kitchen facilities (If provider plans practical delivery of learning activities).

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 judgment 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 the Ongoing Elements and apply these throughout the course.

Learners ***must*** complete all five (5) Units of study.

Order of Units is *not prescribed*. It is recommended that Units 1, 2 & 3 are studied prior to Units 4 & 5.

Unit 1. Nutrition
Unit 2. Dietary and Data Analysis
Unit 3. Food Sociology
Unit 4. Health Promotion
Unit 5. Food Issues.

It is strongly recommended that the course is delivered in an integrated manner using current and relevant food-related issues to complement the content below. Integration of units facilitates connections for learners between Key Knowlgde and Skills in all units. Indicated hours per unit are a guide.

Unit topics/sub-topics may be delivered as purely theoretical studies or as studies contextualised within practical activities. Practical activities can be undertaken by learners but it is *not* a requirement of this course to do so.

Course Content

Ongoing Elements	
UNIT OUTLINE	Learners will develop skills and understanding of the importance for time management, organisation and academic integrity.
KEY KNOWLEDGE AND SKILLS	1. Planning and Organisation • goal setting and action planning • self-management techniques • reviewing and critical evaluation • communicating responses • academic integrity and referencing
WORK REQUIREMENTS	These skills and understandings are to be applied and assessed within the work requirements embedded in Units 1-5

	Unit 1. Nutrition - 50 hours
UNIT OUTLINE	Learners will develop an understanding of nutrition terms, the types, functions, sources and consequences of imbalances of nutrients, non-nutrients and energy in food which contribute to health. They will develop an understanding of how to maximize the nutritive and aesthetic value of foods. Learning from this unit will underpin further learning in following units and should be integrated where appropriate.
KEY KNOWLEDGE AND SKILLS	1. Energy identify sources of energy and examine factors which influence energy requirements and balance • overview of requirements and recommended proportions as % of total energy from macronutrients including BMR and activity • energy balance ○ Basal Metabolic Rate (BMR) and factors affecting BMR • maintaining healthy weight range • assessment of healthy weight using current recommended tools • awareness of health at any size. 2. Macronutrients • types, functions, sources, consequences of imbalances: • protein (complete & incomplete) • lipids/fats (saturated, monounsaturated & polyunsaturated) and trans • essential fatty acids Omega 3 and 6 • relationship between dietary fat and blood cholesterol levels including high density lipoprotein (HDL) and Low Density Lipoprotein (LDL). • carbohydrates (mono/disaccharides and polysaccharides including fibre) • water 3. Micronutrients • vitamins - classification and awareness of generalised roles and interrelationships • focus on Folate and Vitamin D (sources, functions and imbalances) • minerals - overview and sources • focus on Iron, Calcium, Sodium, Potassium and Iodine (sources, functions and imbalances) 4. Non-Nutrients • phytoestrogens, antioxidants and probiotics 5. Nutrition Terms • Nutrient Density/EnergyDensity

	• Nutrient Reference Values (NRVs)- including:Recommended Dietary Intake (RDI), Estimated Average Intake (EAR), Adequate Intake (AI), Estimated Energy Requirement (EER), Upper Level Intake of Intake (UL). 6. Diet-related conditions and dietary implications • Emphasis on heart disease, Type-2 diabetes, overweight and obesity • definitions • recent Australian statistics • dietary factors that increase risk • prevention frameworks. • 7. Food handling to retain maximum nutritive and aesthetic value.
WORK REQUIREMENT	Major: Learners will classify and summarise key nutritional knowledge. This can be created using a graphic organiser, such as a mind map, a table, or in another format that is relevant to the learner. Minor: Learners will develop a menu or recipe that is low energy and high in non-nutrients. This underpinning knowledge is further embedded in work requirements in subsequent Units including diet analysis reports and health promotion presentation.

	Unit 2. Dietary and Data Analysis - 20 hours
UNIT OUTLINE	Learners will develop an understanding of the research methodologies uses, and ethical implications for research in to food and nutrition. Learners will explore and analyse existing data. Learners will also specifically interpret dietary analysis data and identify nutrient requirements at different stages of the lifecycle and for different levels of health and activity.

KEY KNOWLEDGE AND SKILLS	1. Food and Nutrition research:
	
	• investigate different research methodologies
	• ethical implications of and for research
	• analysis of research
	
	2. Interpret Dietary Analysis Data
	
	• identify nutrient requirements at different stages of the life-cycle and for different levels of health and activity
	• compare the nutritional requirement of individuals with different needs
	
	3. Apply Nutrient Reference Values & Food Selection Tools to analyse and modify diets, menus and recipes
	
	• Nutrient Reference Values
	  ○ Food Selection Tools
	  ▪ Australian Dietary Guidelines
	  ▪ Australian Guide to Healthy Eating
	
	4. Modify recipes & develop menus for individual requirements
	
	• balanced and eating plans versus diets
	• critically analyse current diet trends

WORK REQUIREMENTS	Major 1: A diet analysis with suggested modifications to improve health. (Report format recommended). Major 2: Analysis of an existing diet of two days or more, including recommendations for dietary modification to improve diet based on a food selection tool.

	Minor: Learners investigate what makes nutrition research research valid and analyse a piece of nutrition research. Learners present their findings in a negotiated format.

	Unit 3. Food Sociology - 20 hours
UNIT OUTLINE	This Unit examines the social context of food and nutrition. Learners will develop an understanding of how various factors influence the selection of food for individuals and groups.

KEY KNOWLEDGE AND SKILLS	Factors impacting on Food Selection
	
	1. Physiological Factors- (Note: Nutritional Requirements are covered in the Nutrition and Diet Analysis Unit)
	
	• appetite, hunger and satiety
	• sensory reactions to foods
	  ◦ appearance – colour, shape, turgor
	  ◦ flavour
	  ◦ aroma
	• food sensitivities – allergies and intolerances.
	
	2. Psychological Influences
	
	• ·values
	• beliefs
	• attitudes and experiences
	• habits
	• emotions
	• self-concept.
	
	3. Social Influences
	
	(includes the development of the Australian diet)
	
	• culture and tradition
	• lifestyle and work pattern
	• food regulation, marketing and advertising
	• social and community interactions.
	
	4. Economic Influences
	
	• food affordability
	• food availability
	• resources
	• employment status and income.

WORK REQUIREMENTS	Major: Food selection analysis assignment. Learners complete a case study to demonstrate understanding of the complexities of food selection for individuals and/or groups. Minor: Learners present a summary of the development of Australian food culture and the Australian diet to the class using an appropriate format (e.g. digital presentation, infographic).

	Unit 4. Health Promotion - 20 hours
UNIT OUTLINE	Learners will develop understanding about how health promotion strategies can influence the health of individuals and groups and the role of legislation and food labelling laws.
KEY KNOWLEDGE AND SKILLS	1. Nutrition promotion

	• Understand the framework 'Working in Health Promoting Ways' • Who is responsible for the promotion of good health? • government role (commonwealth, state and local) • food regulation (including labelling regulation in regards to nutrition) • food industry • communities • community engagement strategies e.g. Family Food Patch. • schools • media and marketing trends, including social media. The role of not for profit Health Promotion organisations such as: • National Heart Foundation • Diabetes Australia • Nutrition Australia and research organisations such as: o Australian Institute of Health and Welfare o National Health and Medical Research Council. • Evaluate at least one promotion strategy in detail such as: • Get up and Grow • Veg it up • Health star rating • Get set 4 life • Hello Sunday Morning (National Alcohol Strategy) • Canteen nutrition policies • The Gutsy Challenge.
WORK REQUIREMENTS	Major: Develop a nutritional promotional campaign. Learners can choose to present this in a format they feel is effective for their purpose, for example developing posters, print or social media promotional tools or advertising. Minor: Evaluate one existing nutrition-related health promotion strategy.

	Unit 5. Global Food Issues - 40 hours
UNIT OUTLINE	This Unit introduces students to a range of food-focused issues. Many of these issues link to the previous units and may be integrated with the delivery and assessment of these units' content. Learners examine the production, distribution and consumption of food to consider the global picture of food security and sustainability.
KEY KNOWLEDGE	1. Food Security • definition • statistics - global, national (eg. 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: o technology o education o government policy o aid o sustainable food systems
KEY SKILLS	Analysis of 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 that one of the strategies listed above.
KEY KNOWLEDGE	2. Ecological Sustainability • definition • the food system (food production, processing and consumer practices) • relevant statistics in relation to the food system • barriers to sustainable food systems • strategies • technology • education

	• government policy • sustainable food systems.
KEY SKILLS	Analysis of 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.
WORK REQUIREMENTS	Major: Essay addressing food security and/or ecological sustainability in relation to food. Minor: Learners develop a strategy to address a food issue in their local community.

Work Requirements

Unit 1	Nutrition	Major: Learners will classify and summarise key nutritional knowledge. This can be created using a graphic organiser, such as a mind map, a table, or in another format that is relevant to the learner. NB: approximately 5-7 hours duration. Minor: Learners will develop a menu or recipe that is low energy and high in non-nutrients. NB: approximately 1-2 hours duration. This underpinning knowledge is further embedded in work requirements in subsequent Units including diet analysis reports and health promotion presentation.
Unit 2	Dietary and Data Analysis	Major 1: A diet analysis with suggested modifications to improve health. (Report format recommended). Major 2: Analysis of an existing diet of two days or more, including recommendations for dietary modification to improve diet based on a food selection tool. NB: approximately 5-7 hours duration for *combined* Major 1 and 2 above. Minor: Learners investigate what makes nutrition research research valid and analyse a piece of nutrition research. Learners present their findings in a negotiated format. NB: approximately 1-2 hours duration.
Unit 3	Food Sociology	Major: Food selection analysis assignment. Learners complete a case study to demonstrate understanding of the complexities of food selection for individuals and/or groups. NB: approximately 5-7 hours duration. Minor: Learners present a summary of the development of Australian food culture and the Australian diet to the class using an appropriate format (e.g. digital presentation, infographic). NB: approximately 1-2 hours duration.
Unit 4	Health Promotion	Major: Develop a nutritional promotional campaign. Learners can choose to present this in a format they feel is effective for their purpose, for example developing posters, print or social media promotional tools or advertising. NB: approximately 5-7 hours duration. Minor: Evaluate one existing nutrition-related health promotion strategy. NB: approximately 1-2 hours duration.
Unit 5	Global Food Issues	Major: Essay addressing food security and/or ecological sustainability in relation to food. NB: approximately 5-7 hours duration. Minor: Learners develop a strategy to address a food issue in their local community. NB: approximately 1-2 hours duration.

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. Further information on quality assurance processes, as well as on assessment, is on the TASC website: http://www.tasc.tas.gov.au

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 of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

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 for this course will comprise:

- a three hour written examination assessing criteria: 2, 4, 5, 6, 8

For further information see the current external assessment specifications and guidelines for this course available on the TASC website.

Criteria

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

1. research and analyse 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. describe the relationship between nutrition, food and health*
5. analyse diets using Nutrient Reference Values and recognised food selection tools*
6. analyse factors affecting food choice *
7. apply principles of nutrition and food choice to health promotion
8. identify and analyse food related issues*

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: research and analyse 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	analyses sources and selects relevant information, and correctly extracts meaning	appraises sources, selects information and correctly extracts meaning
uses analysed information to form a detailed, reasoned response and reach valid, logical conclusions about food and nutrition issues	uses analysed information to form considered responses and reach valid, logical conclusions about food and nutrition issues	uses information to form responses and reach valid, logical conclusions about food and nutrition issues
clearly differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
referencing conventions and methodologies are followed with a high degree of accuracy	referencing conventions and methodologies are followed correctly	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 a limited range 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 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 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, 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 clear, 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	competently follows instructions relating to given tasks
effectively adapts plans and actions to meet new circumstances or conditions	appropriately adapts plans and actions to meet new circumstances or conditions	competently adapts plans and actions as directed
makes effective use of planning tools and work schedules, and reviews plans and schedules so as to complete tasks within given timeframes	identifies and effectively implements strong organisation skills in specific tasks or activities by managing time so as to complete tasks within given timeframes	identifies and effectively implements organisational requirements for individual tasks and activities**
effectively monitors, reviews and communicates progress to team members in relation to team goals	appropriately monitors, reviews and communicates progress to team members in relation to team goals	competently monitors, reviews and communicates progress to team members in relation to team goals
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 leads and manages a small group in some situations.	constructively contributes to group activities and the attainment of group goals.

* Illustrative examples 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.

** For example, materials arranged in an accessible manner, correct materials brought as required.

Criterion 4: describe 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 – macro-, micro- and non-nutrients
describes differences between macro-, micro- and non-nutrients with reference to a wide range of food sources	describes differences between macro-, micro- and non-nutrients with reference to a range of food sources	identifies differences between macro-, micro- and non-nutrients
describes functions of nutrients and non-nutrients, provides accurate explanation of interrelationships between them, and health consequences of imbalances	describes functions of nutrients and non-nutrients, and health effects of imbalances	describes key functions of nutrients and non-nutrients, and identifies a limited range of 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 a diet and describes its role in a diet	identifies a limited range of sources of energy in a diet and describes major aspects of its role in a diet
analyses health consequences of imbalances between the Estimated Energy Requirements and energy ratios. 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 ratios. The learner recommends appropriate dietary modifications with reference to Estimated Energy Requirements	outlines major health consequences of imbalances between the Estimated Energy Requirements and energy ratios. 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 conditions to contributing factors.

Criterion 5: analyse 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, menus and recipes using Nutrient Reference Values	analyses data when comparing diets, menus and recipes using Nutrient Reference Values	makes valid conclusions based on interpretation of diet, menus and recipes using Nutrient Reference Values
accurately analyses data when comparing diets and recipes using food selection tools, and makes logical, reasoned conclusions	analyses data when comparing diets and recipes using food selection tools, and makes some reasoned conclusions	makes valid 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 and recommendations for specific, diet-related conditions. The suggested modifications are justified with valid and logical explanation.	suggests appropriate modifications to improve diets and align them with food selections models, Nutrient Reference Values and recommendations for specific, diet-related conditions. The suggested modifications are justified.	suggests appropriate modifications to improve diets and align them with food selections models, Nutrient Reference Values and recommendations for diet-related health conditions.

Criterion 6: analyse factors affecting food choice

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates inter-relationships between a broad range of factors influencing food choices made by individuals and groups	analyses inter-relationships between a range of factors influencing food choices made by individuals and groups	identifies key inter-relationships between factors influencing food choices made by individuals and groups
evaluates relevant social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues and scenarios	analyses a range of relevant social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues and scenarios	describes major social, economic, psychological and/or physiological factors affecting food choice when discussing food-related issues and scenarios
analyses solutions to food-related issues or problems that effectively respond social, economic, psychological and/or physiological factors involved. Solutions are justified with valid and logical explanation.	discusses solutions to food-related issues or problems that respond to social, economic, psychological and/or physiological factors involved. Solutions are justified.	identifies solutions to food-related issues or problems that take account of key social, economic, psychological and/or physiological factors involved.
identifies factors that impact on the food choices made by individuals and groups, and analyses a broad range of examples	identifies a range of factors that impact on the food choices made by individuals and groups, and provides a range of examples which are discussed in detail	identifies a limited range of factors that impact on the food choices made by individuals and groups, and provides a range of examples

Criterion 7: apply 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 key influences on food choice for individuals and groups, and uses this information to assess strategies used for nutrition promotions
identifies and evaluates nutrition principles used when reviewing existing nutrition promotions	identifies and justifies nutrition principles used when reviewing existing nutrition promotions	identifies nutrition principles when reviewing existing nutrition promotions
applies principles of nutrition to analyse and	applies principles of nutrition to analyse and	applies key principles of nutrition to

interpret food labels* and makes relevant and insightful recommendations regarding modifications to labels to clarify information	interpret food labels*	interpret food labels*
designs detailed nutrition promotions for individuals or groups and critically evaluates the promotions.	designs and evaluates effective nutrition promotions for individuals or groups.	designs suitable nutrition promotions to target an individual's needs.

* e.g. assesses ingredients using Nutrient Reference Values and classify as them as low salt, low fat etc. and compares a range of labels using the "per 100g" column of the nutrition information panel.

Criterion 8: identify and analyse 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 provides a detailed profile of key features	identifies relevant food issues and provides a profile of key features
accurately identifies 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 individuals and/or groups that may be affected by specific food issues. The learner provides 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 issues	identifies factors and concepts which relate to food issues and proposes realistic strategies to address these issues	identifies key factors and concepts which relate to specific food issues and proposes limited strategies to address these issues
evaluates proposed strategies to address food issues, including detailed consideration of their feasibility	analyses proposed strategies to address food issues, including consideration of their feasibility	assesses proposed strategies to address food issues
uses a range of relevant examples to evaluate ethical, environmental and health factors in discussions about sustainability and food production.	uses a range of examples to analyse ethical, environmental and health factors associated with sustainability and food production.	uses examples to identify a limited range of ethical, environmental and health factors associated with sustainability and food production.

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 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 forward 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 Melinda Williams, Leanne Mann and Heather Rawding in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2026.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 10 July 2017 for use from 1 January 2018. This course replaces FDN315113 *Food and Nutrition* that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.i - Amendments made 24 December 2018: major changes to Work Requirements; movement of content 'Diet related conditions and dietary implications' from Unit 4 to Unit 1; modification of Course Requirements section.

Version 1.ii - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2026, without amendments.

Appendix

adequate intake (AI)	in relation to nutrition, adequate intake (of a nutrient) means there is a low probability of not having enough, that is, the intake is likely to be adequate to meet the body's requirements
aesthetic	the sensory properties to do with how a food looks
allergy	allergy occurs when a person's immune system reacts to substances in the environment that are harmless for most people
amino acid	an organic compound which is contained in protein
analyse	examine (something) methodically and in detail, typically in order to explain and interpret it
antioxidant	compounds in foods that scavenge and neutralise free radicals
apply	use or employ knowledge and skills in a particular situation
assess	make a judgement about, to rate, weigh up, to form an opinion
Australian dietary guidelines (ADG)	guidelines developed by the National Health and Medical Research Council which provide information on the types and amounts of foods, food groups and dietary patterns that aim to promote health and wellbeing and reduce the risk of diet-related conditions and chronic disease.
basal metabolic rate (BMR)	is the amount of energy used while at rest in a comfortable temperature
basic	essential or elementary
beliefs	an acceptance that something exists or is true
body mass index (BMI)	one method used to estimate total amount of body fat. It is calculated by dividing weight in kilograms by height in metres squared (m2).
carbohydrate	a nutrient made up of carbon, hydrogen and oxygen
cereal	any grass cultivated for the edible components of its grain
clear	easy to understand, fully intelligible, without ambiguity; explicit
caramelisation	caramelisation occurs when carbohydrates like sugar are subjected to dry heat, causing them to brown
cholesterol	this is a type of fat that has been linked to heart disease
chronic	constant, the term chronic disease applies to a group of diseases that tend to be long lasting and have persistent effects
coagulation	this happens when protein separates from other nutrients and turns from a liquid to a solid. This occurs after denaturation. The denatured proteins start to re-join, forming a different structure and a solid mass
complete protein foods	protein foods that contain all of the essential amino acids
coherent	orderly, logical and internally consistent relation of parts
communicate	convey information about, clearly reveal or make known
compare	estimate, measure or note how things are similar or dissimilar
consider	formed after careful thought
cooking methods	different ways of cooking ingredients e.g. roasting, steaming
cultural	relating to the ideas, customs, and social behaviour of a society
cuisine	a style or method of cooking, especially as characteristic of a particular country, region, or establishment
customs	a habitual practice; the usual way of acting in given circumstances
denaturation	this occurs when proteins are heated. The bonds holding the helix structure of the protein break apart, causing strands to separate and unravel. If heat continues to be applied coagulation will take place

describe	recount, comment on, and provide an account of characteristics or features
detailed	meticulous, specific, precise
develop	construct, elaborate or expand on an opinion or idea
diet	what is eaten
diet analysis	analysis of what is eaten by an individual, in relation to their nutritional needs
disaccharide	a classification of carbohydrates, disaccharides contain two molecules of monosaccharide
discerning	showing good, informed judgement
discuss	talk or write about a topic, taking into account different issues and ideas
ecological	relating to or concerned with the relation of living organisms to one another and to their physical surroundings
energy	power derived from the utilisation of physical or chemical resources, especially to provide light and heat or to work machines
energy density	is the amount of energy (or kilojoules) per gram of food
enterprise	a project undertaken or to be undertaken; a company organised for commercial purposes
essential fatty acid (EFA)	fatty acids the body cannot make, there for it is essential for health that these are included in the diet
estimated average intake (EAR)	in relation to nutrition, this is the daily nutrient level estimated to meet the nutritional requirements of most healthy individuals
estimated energy requirement (EER)	in relation to nutrition, the average dietary energy intake that is estimated to maintain energy balance
evaluate	appraise, measure, examine and judge the merit, significance or value of something
explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
fat	a general term for all lipids, including fats and oils
fibre	the indigestible parts of plant foods, such as vegetables, fruits, grains, beans and legumes
food insecurity	food insecurity is the inability to consistently access an adequate amount of food to live active and healthy lives, or have the assured ability to acquire acceptable foods in socially acceptable ways
food security	food security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy lifestyle
food selection models/tools	guides which visually represents the proportion of foods recommended people eat for good health e.g. Australian Guide to Healthy Eating
free radical	unstable oxygen molecules that can cause damage to living cells
functional	foods that provide health benefits beyond basic nutrition due to certain physiologically active components
gelatinisation	starch gelatinisation is the process where starch and water are subjected to heat causing the starch granules to swell and the mixture to thicken
graphic organisers	graphic organizers to help organize ideas and communicate more effectively
health	a condition of optimal well-being
high density lipoprotein (HDL)	HDL absorbs cholesterol and carries it back to the liver, which flushes it from the body. HDL is known as “good” cholesterol because having high levels can reduce the risk for heart disease and stroke
hydrogenate	to treat or combine chemically an unsaturated compound with hydrogen, a process that can be sued to solidify vegetable oils

hygiene	conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness
identify	name, list and establish or indicate who or what something is
interpret	explain the meaning of information or actions
interrelationships	the way in which two or more things (such as nutrients) are connected and affect one another
intolerances	food intolerance occurs when the body has a chemical reaction to eating a particular food or drink
investigation	the action of investigating something
kilojoule	kilojoule is a unit of energy
legumes	a group of plant foods which include beans, lentils and dried peas
lifestyle	a way of life or living of a person or group
lipid	a diverse group of organic compounds including fats and oils
low density lipoprotein (LDL)	this makes up the majority of the body's cholesterol. LDL is known as "bad" cholesterol because having high levels can lead to plaque build-up in arteries and result in heart disease and stroke
macronutrient	a chemical element of which relatively large quantities are essential to the growth and health of a plant
meat	the flesh of an animal
menu	a list of dishes available in a restaurant or a person's diet
micronutrient	a chemical element or substance required in trace amounts for the normal growth and development of living organisms
mineral	minerals are substances found in food that your body needs for growth and health e.g. calcium, iodine
monosaccharide	the simplest form of carbohydrates e.g. glucose
non-nutrient	substances in food other than nutrients
nutrient	a substance that provides nourishment essential for the maintenance of life and for growth
nutrition	nourishment or energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy
nutrient dense	nutrient-dense foods are foods that have a lot of nutrients but relatively low energy
nutrient reference value (NRV)	these outline the levels of intake of essential nutrients to meet the known nutritional needs of the majority of people
omega-3 fatty acids	a type of essential fatty acid
omega-6 fatty acids	a type of essential fatty acid
organise	systematically order and arrange
outline	give the main features or aspects of
packaging	wrapping from a product
pH	a number between 0 and 14 that indicates if a chemical is neutral, an acid or a base
physiological	to do with the body and its systems
phytoestrogen	plant forms of oestrogen which have chemical properties and functions similar to human oestrogen
polysaccharide	a classification of carbohydrates, also known as complex carbohydrates
poultry	domestic fowl, such as chickens, turkeys, ducks, and geese

prevention frameworks	outline a process that an organisation, initiative, community, or state can follow in order to prevent and reduce impact of health related problems
problem	a question proposed for solution
probiotic	bacteria which, when ingested, may enhance the effectiveness of intestinal bacteria
processing	food processing is the transformation of raw ingredients, by physical or chemical means into food, or of food into other forms
protein	a nutrient found in food (as meat, milk, eggs, and beans) that is made up of many amino acids joined together
psychological	of, affecting, or arising in the mind; related to the mental and emotional state of a person
pulses	another name for legumes
research	investigate using different sources of information
recommended dietary intake (RDI)	the average daily dietary intake level that is sufficient to meet the nutritional needs of most healthy individuals
saturated fatty acids	fatty acids which contain the maximum amount of hydrogen in each molecule, these are mainly from animal sources
seafood	any form of sea life regarded as food by human, including fish and shellfish
sensory	relating to the senses
smallgoods	small meat products such as sausage or bacon
social media	technological platforms that allow people and organisations to view, create and share information, ideas, career interests, and other forms of expression via virtual communities
sociological	the study and impact of social behaviour or society
suggested dietary target (SDT)	the daily average intake for certain nutrients that may help in the prevention of chronic disease
sustainable	able to be maintained at a certain rate or level
temperature	a measure of warmth or coldness
thickening	the act or process of making or becoming thick
trans fat	these are formed when liquid vegetable oils are partially hydrogenated and become more solid
vitamin	any of a group of organic compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body
volume	the amount of space that a substance or object occupies, or that is enclosed within a container
weight	a measurement that indicates how heavy a person or object is
wellbeing	the state of being comfortable, healthy, or happy
WHS	Work Health and Safety
range	a number of different things of the same general type; breadth
relevant	applicable and pertinent
select	choose in preference to another or others
unsaturated fatty acids	fatty acids that do not contain the maximum amount of hydrogen in each molecule, these come from plant sources.
upper level of intake (UL)	the highest average daily intake level of a particular nutrient which is likely to pose no adverse health effects

vitamins	organic substances required by the body in small amounts, a type of micronutrient

Line Of Sight

Line of Sight

Learning Outcome	Criterion/ia	Criteria Elements	Content	Work Requirements
apply an understanding of nutrition, food and health to analyse and modify diets, menus and recipes	4 & 5	C4 E1 E2 E3 E4 E5 E6 C5 E1 E2 E3	Units 1 & 2	U1 WR 1 U2 WR 1, 2, 3
analyse the influences and interrelationships between factors affecting food choice of individuals and groups	6	C6 E1 E2 E3 E4	Units 1 & 3	U3 WR 1, 2
use knowledge of food to analyse the nutritional and aesthetic quality of food and food products	4	C4 E1 E2 E3 E4 E5 E6	Units 1 & 2	U1 WR 1, 2, 3
analyse information and data regarding food related issues	1	C1 E1 E2 E3 E4 E5	Unit 2	U2 WR1, 2
analyse the impact of current and emerging food production, processing and marketing techniques on the environment, current and future food supply and health	8	C8 E1 E2 E3 E4 E5	Unit 5	U5 WR1
locate and critically analyse food and nutrition related information	1	C1 E1 E2 E4 E5	Units 1 & 4	U1 WR 1, U2 WR 1, 2, 3, U3 WR 2
design and evaluate nutrition promotion strategies	7	C7 E1 E2 E3 E4	Units 1 & 4	U4 WR 1, 2
work individually and as a member of a team to manage and organise resources to complete tasks within agreed timeframes	3	C3 E1 E2 E3 E4 E5 E6	Ongoing Elements	all WR U 1-5
communicate ideas and information in a range of appropriate formats	2	C2 E1 E2 E3 E4 E5	Ongoing Elements	all WR U 1-5

Supporting documents including external assessment material

- FDN315113 Exam Paper 2016.pdf (2018-02-07 10:23am AEDT)
- FDN315113 Exam Paper 2017.pdf (2018-02-07 10:23am AEDT)
- FDN315113 Assessment Report 2016.pdf (2018-02-07 10:24am AEDT)
- FDN315113 Assessment Report 2017.pdf (2018-02-28 03:51pm AEDT)
- FDN315118 TASC Exam Paper 2018.pdf (2018-11-22 12:02pm AEDT)
- FDN315118 - Assessment Panel Report 2018.pdf (2019-02-07 02:43pm AEDT)
- FDN315118 Food and Nutrition TASC Exam Paper 2019.pdf (2019-11-14 09:57am AEDT)
- FDN315118 Assessment Report 2019.pdf (2020-02-05 01:20pm AEDT)
- FDN315118 Food and Nutrition TASC Exam Paper 2020.pdf (2020-11-18 07:10pm AEDT)
- FDN315118 Assessment Report 2020.pdf (2021-01-13 10:32am AEDT)
- FDN315118 External Assessment Specifications .pdf (2021-08-04 04:49pm AEST)
- FDN315118 Food and Nutrition TASC Exam Paper 2021.pdf (2021-11-17 10:43am AEDT)

Tasmanian Government

© 2024 TASC. All rights reserved.