Advice to Teachers

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Course Specific Advice

This Teaching and Learning Supplement for Food and Hospitality Enterprise level 2 must be read in conjunction with the Food and Hospitality Enterprise level 2 course document.

It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

In Food and Hospitality Enterprise 2 learners develop an understanding of the hospitality industry, food enterprise and product development sectors. Applied learning in authentic settings develops the learner’s skills in two main contexts relating to hospitality events and the development of food products. Learners develop work-related skills in simulated or authentic hospitality settings through preparation, presentation and service of foods and non-alcoholic beverages as well as planning and implementing catering events such as functions and café operations. Learners also learn to apply food safety and workplace hygiene procedures and apply a knowledge of menu planning to meet special dietary needs and consumer expectations.

Within the food product development context, local food knowledge and awareness of niche food production provides a foundation to enable learners to design food products using local ingredients and apply relevant food standards and labelling requirements in the production of their food.

Both contexts develop an understanding of hospitality and food production systems and consumer factors. Work-related skills within simulated or authentic hospitality settings develop skills clusters from the Australian Government’s Core Skills for Work Developmental Framework including the abilities to communicate, connect and work with others, plan and organise, solve problems and navigate the world of work.

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It suggests appropriate learning activities to enable learners to develop the knowledge and skills identified in the course outcomes.
Course Content

<table>
<thead>
<tr>
<th>Contexts</th>
<th>Unit Title</th>
<th>Indicative Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hospitality events</td>
<td>Integrated</td>
</tr>
<tr>
<td>2</td>
<td>Food product development</td>
<td></td>
</tr>
<tr>
<td>Core Area</td>
<td>1 Hospitality and food production systems</td>
<td>40% of delivery time</td>
</tr>
<tr>
<td></td>
<td>2 Consumer factors</td>
<td>20% of delivery time</td>
</tr>
<tr>
<td>Capabilities</td>
<td>1 Project design processes</td>
<td>20% of delivery time</td>
</tr>
<tr>
<td></td>
<td>2 Work-related knowledge and skills</td>
<td>20% of delivery time</td>
</tr>
</tbody>
</table>

**Context 1: Hospitality events**

Hospitality events provide a context for learners to learn the knowledge, skills and understanding described in the core and developing the capabilities.

Hospitality events may be any activity involving the provision of food or beverage service to others.

**Key Concepts:**

*Simulated* events:

'Simulated' events do not require clients to be present and could include small scale class activities. These are undertaken to develop skills and confidence prior to providing service for 'external' clients.

*Actual* events:

'Actual' events are when clients attend or a service is provided to clients, for example, school-based functions, coffee shops, mobile or external catering, restaurants, cafes, takeaway food venues or juice bars.

**Event brief:**

The event brief informs the planning process for a hospitality event and includes details such as the purpose of the event, style or setting, client expectations, type of menu or service and resources.

**Back of house:**

Back of house activities relate to the storage, preparation and presentation of food and beverages for hospitality events.

**Front of house:**

Front of house activities relate to the communication and service provided to clients when providing food and/or beverages at hospitality events.

**Examples of learning activities:**

Learners:

- develop event planning and implementation skills through scaffolded learning experiences throughout the course.

In planning a program in *Food and Hospitality Enterprise*, event briefs need to be devised with appropriate levels of complexity and sequenced to scaffold the development of knowledge, skills and understanding.
Scaffolding to support development of knowledge, skills and understanding can include:

- **Modelling and event planning tools**
  Event can be simulated and modelled by teacher in introductory activities including the ‘unpacking of the event brief’ and use of event planning templates for food ordering, task allocation and client feedback tools.

- **Simulated events prior to actual events**
  Simulated events can be undertaken prior to actual events in which some class members may act as clients and then rotate roles for a subsequent event.

- **Internal clients prior to external clients**
  Internal clients provide a readily available client base for learners to practice their skills prior to providing services to external clients.

### Building the level of challenge in event planning and implementation:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Introductory</th>
<th>Additional challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of recipes and beverages</td>
<td>Limited and simple</td>
<td>Selected by learner and more complex</td>
</tr>
<tr>
<td>Number of clients</td>
<td>Small group with limited range of needs</td>
<td>Large group with range of needs</td>
</tr>
<tr>
<td>Complexity of menu</td>
<td>Cook to order of defined product – e.g. soups, coffees, pizzas</td>
<td>Menu with multiple choices or two courses</td>
</tr>
<tr>
<td>Level of service</td>
<td>Customer service for pre-ordered or buffet service</td>
<td>Table service or beverage service</td>
</tr>
</tbody>
</table>

Learners gradually assume greater responsibility as the teacher releases responsibility as their knowledge and skills increase during the course. This may also be used to apply 'process differentiation' for learners who require additional challenge.

#### Context 2

**Food product development**

Through developing a knowledge of Tasmania’s niche food products, learners develop product and services knowledge related to the hospitality industry. This also serves as a foundation for food product development. Learners address product design briefs and undertake practical food preparation activities to develop food products including packaged items or recipes and dishes with local ingredients.

**Key Concepts:**

**Product knowledge:**

Tasmania’s food products in both raw and processed forms with an emphasis on understanding local food sources and niche products.

**Product development:**
The development of packaged and/or recipes and dishes with local ingredients and the labelling requirements for packaged foods. The testing and trialling of products to refine the quality and, when appropriate, the associated marketing.

**Product design brief:**

The brief outlines the needs requirements for food product development, e.g. context, client, type of product and resources available.

Building the level of challenge in food product development:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Introductory</th>
<th>Additional challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of innovation</td>
<td>Modification or enhancement of an existing food product</td>
<td>Design of a food product which meets specifications of the product development brief to ‘compete’ with an existing product</td>
</tr>
<tr>
<td>Choice of ingredients</td>
<td>Design of a food product using a defined list of foods and condiments</td>
<td>Design of a food product using a broad range of available foods and condiments</td>
</tr>
<tr>
<td>Use of information resources</td>
<td>Use of a recipe generation website to devise ideas for recipes from a limited range of ingredients</td>
<td>Researches broadly using a range of primary and secondary sources to select ingredients and</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presents a packaged food product compliant with relevant local government ‘cottage industry’ food standards</td>
<td>Presents a packaged food product compliant with industry food standards</td>
</tr>
</tbody>
</table>

**Core Area 1**

This area of study provides learners with an understanding of the work practices involved in preparing food hygienically to prevent food spoilage and food poisoning, and the principles of working safely when preparing food. Learners learn about the relevant standards and legislation and the requirements for the correct storage of food. They use tools and equipment safely to produce quality foods and beverages for others.

**Applied learning**

Core area 1 requires settings for applied learning to support practical activities related to the two contexts, hospitality events and food product development. This enables the application of knowledge, understanding and skills to real contexts in planning and implementing functions and developing food products for specified target markets. Learning through ‘doing’ and participating in a range of roles within actual or simulated hospitality events provides opportunities to apply theory to practice and learners to make connections between knowledge and skills. Applied learning experiences provide
opportunities for problem solving and collaboration to support the development of the course capabilities in authentic environments.

**Key Concepts**

**Food safety and hygiene:**
Practices and procedures which prevent food and beverage spoilage, maximise quality and comply with relevant legislation and standards.

This study may involve the handling of potentially hazardous substances and the use of potentially hazardous equipment. It is the responsibility of the provider to ensure that duty of care is exercised in relation to the health, hygiene and safety of all learners undertaking the study. Particular care should be taken with regard to learners with allergies to foods that may be used in *Food and Hospitality Enterprise* classes.

It would be beneficial for *Food and Hospitality Enterprise* teachers to have competence in safe food handling, for example through completion of training in a nationally recognised VET unit of competence in workplace hygiene and/or food safety. Information is available from the National Training Information Service (NTIS: www.ntis.gov.au). Teachers should also be compliant with the relevant legislation when serving or preparing food for others.

**Environmental safety:**
Work practices which identify and manage hazards and comply with the Work Health and Safety Act.

**Food and beverage production:**
Food processing refers to the value adding of foods to either partially process or fully process and preserve the shelf life of foods. Introductory coverage of food spoilage and preservation may be required depending on the products chosen to be developed in the Food Product Development context.

**Food and beverage presentation:**
Food and beverage presentation applies to the conventions in process, crockery and garnishing employed when preparing food and beverages. Creative design in presentation can be applied to garnishes for products such as plated main courses, mocktails or desserts.

**Food and beverage service:**
Food and beverage service styles are developed through applied learning in simulated and actual hospitality events, following hospitality industry conventions. This area has a strong link with the work-related skills capability.

**Menu and service styles:**
Menu and service styles include those commonly used in a range of hospitality settings as outlined in the course and are linked to concepts such as client expectations and segmentation.
**Examples of learning activities**

Learners:

during practical sessions, learners form food production and service teams. Each team plans and implements food safety and hygiene practices with a learner from each team taking a turn as ‘food safety and hygiene officer’ to oversee critical practices during the practical session. They use a checklist and provides feedback on areas for improvement to the team. All learners are cycled through the roster so that they experience overseeing both back of house and front of house operations.

undertake a series of practical food preparation and cooking activities such as preparing sandwiches, savouries, salads, cheese and fruit platters to develop skills in measurement, use of specialist tools and equipment and the management of workflow.

develop knife handling skills by completing a range of vegetable cuts which can be used in stocks, soups or preserves.

name specialist crockery and equipment in a kitchen and dining room scavenger hunt.

devise a food safety plan for preparation of a recipe which identifies and addresses potential food safety hazards.

devise success criteria which will be used to conduct peer assessments of taking food orders in a simulated hospitality event.

identify features of a range of hot and cold beverages and then prepare and present these using appropriate conventions.

undertake roles in front of house or back of house in a function and reflect upon their performance in their personal Event Log to record tasks undertaken and suggested focus areas in their next event.

work in pairs to create and present a multimodal presentation to teach the class the features of a type of menu or service style.

identify types of menus from a selection and suggest the style of service which is likely to be used with each of the menus.

work in small teams to discuss and reach a consensus about the most suitable menus and service styles for the various client groups from a range of menus provided. Teams record their menus and client group ‘matches’ on the whiteboard to share with the class. Individuals from each group are randomly selected to justify their decisions.

Photos of practical work completed create a digital record of learners' skill development in a blog which lists the key learning for the making of the product.
Core Area 2
Consumer factors

This area focuses on developing the knowledge, understanding and skills in considering consumer factors that impact on the design and provision of hospitality events and food products.

The content should be integrated with the development of capabilities in particular when using the Project Design Process.

Key Concepts:

Contemporary dietary needs
The following knowledge requires explicit teaching which is applied by learners to menu planning and food preparation, production and presentation:

Food intolerance and allergies awareness:
Allergies and their management in food production and services is required within the two contexts of this course – hospitality events and food product development. This content area requires explicit teaching due to the risks to clients.
Food allergy is an immune response, while food intolerance is a chemical reaction. Food intolerance does not involve the immune system and does not cause severe allergic reactions (anaphylaxis). Symptoms of food allergy include wheezing, stomach upsets and skin rashes. The most common food allergens include cow’s milk, egg, peanuts, tree nuts, shellfish, fish, sesame, wheat and soy products. Anaphylaxis is a severe allergic reaction and can be life threatening.

Dietary preferences and values:
Inclusive menu planning requires an understanding of the diversity of dietary briefs and values.

Health:
The National Health and Medical Research Council’s (Commonwealth of Australia, 2014) Australian Guide to Healthy Eating should assist in the selection of healthy foods and relative proportions of each food group. The Eat for Health website provides useful background information.

Product and service drivers
Environmental, social, technological and economic drivers for products and services are considered within the two contexts in the course using the Project Design Process as learners plan hospitality services and develop food products. Relevant product and service drivers are considered as learners address hospitality events or product design briefs.

Specific product and services drivers will be applicable in the two different contexts so it is not expected that each driver is considered for every brief. Some drivers may be more applicable in each of the contexts. For example in response to event briefs, it is likely that social and economic drivers will require consideration due to the nature of hospitality events and client budgets. When addressing food product development briefs, environmental and technological drivers could be more prevalent due to the use of locally sourced foods and the application of a technological processes in the producing and labelling the product.
Examples of learning activities

Learners:

select a range of multicultural foods suitable to prepare and serve on Harmony Day by liaising with members of their school or local community. Learners prepare, present and serve their multicultural dishes at lunch observing appropriate food safety requirements.

work in pairs to select a Tasmanian food product and describe the ingredients, processing methods, labelling and possible uses in a multimodal presentation to the class which could include taste testing. All pairs in the class tabulate the essential features and uses of each product which has been show-cased to build their Tasmanian food product knowledge.

research seasonally available foods using a range of resources including mobile applications to visually represent on a large wall chart or a webpage to provide a resource for event planning.

collaborate to populate an interactive Tasmanian map which displays regional availability of foods which is hyperlinked to relevant producer and product websites.

visit a Tasmanian food product manufacturer to complete a case study of the businesses profile, manufacturing processes and food safety and hygiene and labelling procedures.

identify alternative foods and recipes for common allergens and share with the class to create a resource to inform event planning.

research the dietary preferences and values and social factors of clients when planning hospitality events and devise menus which accommodate these needs or provides individualised options, where appropriate.

undertake case studies of local hospitality venues to identify style, client base, marketing and service strategies.

investigate and profile current and emerging technologies in hospitality settings in both front and back of house and identify the features of the technology.

source and compare mobile applications for restaurant food reviews for features and coverage in the local region and consider the impact of the client feedback.

consider the impressions and impacts of digital identities including their own individual digital presence (e.g. email address, Facebook, Instagram) and that of a range of hospitality businesses.
Capability 1
Project design process

When undertaking projects in the two contexts within the course, learners use a design process to support decision-making and problem-solving.

Project planning and implementation requires learners to identify the clients’ needs, brainstorm and research possible options, consider options, select an option, undertake the plan and reflect on overall success of the option implemented.

Key Concepts

Event Brief

The event brief scopes and defines the complexity, needs and constraints of the hospitality event to inform the planning and implementation phases. Learners investigate and apply knowledge from the core areas when responding to the brief. Initially briefs may be developed by the teacher who may also scaffold the ‘unpacking’ of the relevant aspects to support planning and implementation. Elements of the event brief are outlined on page 5 of course document.

Product Development Brief

The product development brief scopes and defines the parameters, needs and constraints of a design task to inform the planning and implementation phases when designing a food product. Learners investigate and apply knowledge from the core areas in the responding to the brief. Elements of the product development brief are outlined on page 6 of course document.

Success criteria

Success criteria identify and define the key elements of a desired outcome for an event or product. Success criteria will be informed by ‘unpacking’ the event brief or product development brief.

Review

The review of a performance within a team for a hospitality event or product is strongly linked to the established success criteria. Skills in reviewing require explicit teaching to assist learners to:

- articulate and describe the strengths of their work or that of their team
- identify areas for improvement
- set goals for future actions.

Examples of learning activities

Learners:

- unpack the elements of a hospitality event brief to identify suitable foods, beverages and service styles to meet the needs of the clients.

- compile orders, task allocation and address food safety and hygiene considerations based on the recipes, menu and style of service for a hospitality event.

- devise a product development brief and investigate options to meet the requirements of the brief. Trial, test and refine the possible options using a taste panel to assess product features based on success criteria.
define success criteria for a hospitality event by working collaboratively with an event planning team to develop a shared understanding of the intended outcomes and performances in meeting the brief. The links between the brief and the success criteria are explicitly taught and modelled in introductory sessions and supported by written examples.

devise a list of roles, task allocation and time schedules for a hospitality event and monitor their implementation during the event.

review both the team and individual performances to ‘feed forward’ to future work. Stimulus review questions elicit reflective responses about performance and achievement and also identify future actions and goals.

devise feedback forms based on success criteria to be used to gather feedback from clients and then analyse this to set goals.

identify and clearly describe effective food production and hospitality practice based on learning from core and capabilities areas in course and apply these descriptors in a peer assessment model ensuring that feedback is based on clearly expressed indicators relating to learning.

**Capability 2**  
**Work-related knowledge and skills**

When working with clients and team members in the hospitality sector, there is a need for effective communication, team work and interpersonal skills and dispositions of respectful, sensitive and cross-cultural awareness.

This capability area focuses on developing these hospitality skills which are also transferrable to other work-related settings. The insights gained through the course also support learners’ career development.

**Key Concepts**

**Communication**

Communication in the hospitality sector is critical in ensuring that clients receive accurate information and feel welcome and treated with respect. Communication includes verbal, non-verbal, written and listening skills.

**Diversity and respect**

The hospitality industry meets the needs of a diverse clientele and learners need to understand and respond to their needs and differences in a respectful manner. When catering for cultural diversity, learners appreciate the differences in individuals. The differences can be based on gender, age, sex, ethnicity, sexual orientation, and social status.

**Team skills**

Teamwork is the concept of people working together toward a common goal. It involves developing a sense of individual accountability to contribute to the team or group's goal.
**Inter-relationships in the hospitality sector**

The various sectors in the hospitality industry sector are inter-connected and therefore quality food and beverage production are pivotal to a dining experience. The sector has strong relationships with agriculture, food production and tourism as well.

**Personal attributes**

Personal qualities integrity, initiative, independence, work ethic, compliance with a code of conduct, service ethos, time management support relationships with clients and colleagues and support lifelong career development.

**Literacy and numeracy**

Literacy in communicating information with clients and colleagues to ensure clear messages is vital in ensuring that food and hospitality products and services are delivered in a clear and appropriate manner. Numeracy skills in measurement, estimation and calculations with whole numbers and use fractions, decimals, percentages, ratios and geometry supports learners when undertaking activities in the core area of hospitality and food production systems.

**Examples of learning activities**

Learners:

identify the teams and roles required to complete an actual event on sticky notes and then place them on the whiteboard to show the links between different teams (e.g. 'back of house' team providing information to 'front of house' about ingredients in foods). Propose what might happen if one of the links drawn was faulty (e.g. food item ran out during food service period but waiting staff not informed).

practice verbal and non-verbal communication when taking food and beverage orders and responding to complaints by role-playing customer service scenarios in groups. Roles are rotated and team members appraise each performance using warm and cool feedback protocols.

develop an understanding of success criteria by undertaking peer review which provides ‘warm’ and ‘cool’ feedback, for example, warm feedback starters include: I liked…, Well done on…, It was good when you… An effective strategy was…. Whereas cool feedback starters include: I wonder…, Maybe you could try…, Did you remember to… Something to work on could be…

collate a table to summarise cultural differences in hospitality service with elements such as greetings, eye contact, food beliefs, eating conventions (e.g. utensils) on one axis and a range of cultures on the other axis.

device a menu or food product marketing poster which tempts clients though descriptive language and food terminology.

calculate quantities for multiplying a recipe to compile a food order for a hospitality event.

cost an individual serving of a dish or food product and add a percentage profit margin.
produce a label for a food product which they have developed by using the Food Standards website’s Nutrition Panel Calculator to create the nutrition panel and applying labelling regulations to produce a compliant food label.

draw a mind-map of the different sectors of the hospitality and food production industry.

identify sectors of the hospitality and food production industry which are of most personal interest and investigate the attributes and qualities needed to work in the sector by using the web to source job advertisements and career development resources.

complete a plus, minus and interesting chart about a hospitality job of interest to them in the future.

**Core Skills for Work Developmental Framework:**

The Core Skills for Work Developmental Framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. This set of non-technical skills, often referred to as generic or employability skills, contribute to work performance in combination with technical or discipline-specific skills and core language, literacy and numeracy skills (Australian Government, 2012). Criterion 6 - 8 embed a number of skills clusters from the framework (see Appendix 2 in course document).

**Supporting Student Responses and Elaborations**

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners’ understandings in preparation for completion of the following work requirements.

**Project reports**

Learners will use the project design process to devise a project report in both of the key contexts of the course: *Context 1: Hospitality events* and *Context 2: Food product development*.

The course outlines the key phases of the project design process including

- investigating and planning
- implementing and producing
- review.

Learners need to include documentation to reflect their work in each of these three stages for each project report.

Within *Context 1: Hospitality events*, learners could use a range of report formats to document the *investigating and planning* phase. Whilst the use of the structure in the course document may provide support for learner documentation, resources which scaffold documentation such as function planning templates, time plans, food and order sheets, front of house checklists and client evaluation sheets may also be included. If recipe trials are
undertaken, photos, taste test results and evaluation records should be included. Learners are required to justify their design decisions within their documentation.

The link between this phase of the product design process and the final review phase needs to be made by learners. This can be made by establishing success criteria and designing an appropriate method of obtaining client feedback, for example through a client evaluation sheet or online survey.

When documenting implementation and production phase for Hospitality events context, learners might list the skills, systems and processes, food preparation and recipes prepared and food and/or beverage service provided. A summary of food safety and hygiene procedures, adjustments made during the implementation and production phase and photos/videos of final products and services (e.g. invitations, menus, food labels and/or promotional materials) may also provide appropriate documentation of this phase.

The review phase documentation for Hospitality events should include a reflection against the success criteria established in the first phase of the project design process. Self-evaluation and client feedback need to be summarised. Vital to continuous development of learners’ skills and capabilities, the evaluation should also elicit suggestions of areas of focus to improve to enable a ‘feed forward’ into subsequent functions or events.

The design of client and self-evaluation feedback questions requires explicit teaching to link with defined success criteria to prevent the review from being superficial and thereby not supporting the future learning of the student.

Within the Food product development context, learners may use similar documentation options to those described in the Hospitality events context to reflect the investigating and planning phase, however there is an increased emphasis on investigation of possibilities. Initially these might be documented through brainstorming or mind maps, proposals for recipe modification or food product variations and client surveys and followed by recipe trialling, taste testing and analysis. Photos of product trialling accompanied by discussions of the results of taste testing should be included. As emphasised in the Hospitality Events context, learners need to establish success criteria and devise methods of seeking client feedback.

When documenting implementation and production phase for the Food product development context, learners might list the skills, systems and processes, food preparation and recipes prepared and food labelling. A summary of food safety and hygiene procedures, adjustments made during the implementation and production phase and photos/videos of final products, labelling and promotional materials may also provide appropriate documentation of this phase.

In the review phase for Food product development, learners should document their reflection against the success criteria established in the first phase of the project design process in addition to a summary of client feedback.
Resources

**General Resources**


McLean, J, 1995, *Basic Principles of Catering and Hospitality*

Victorian Certification and Assessment Authority, VCAL Coordinators' Resource Kit, <viewed 22 August 2015> www.vcaa.vic.edu.au/Pages/vcal/resource_kit/resources_exemplars.aspx, For Example: Restaurant Styles examples

**Safety and Hygiene**

I'M ALERT online food safety training program on local government websites, for example Hobart City Council <viewed 22 August, 2015> http://www.hobartcity.com.au/Environment/Public_Health_and_Food/Food

www.foodsafety.asn.au

www.foodsafety.com.au

Victorian Department of Education and Training, 2015, Modules:

Consumer Factors
Better Health, Food allergy and intolerance
Website provides parameters which can be filtered for dietary requirements, including dairy, egg, gluten and nut free, vegetarian or easy to swallow (http://www.betterhealth.vic.gov.au/bhcv2/bhcsite.nsf/pages/bhc_recipes?open)


Australasian Society of Clinical Immunology and Allergy (ASCIA) -
• http://www.allergy.org.au/patients/food-allergy

Eat for Health:

Dietitians Association of Australia (DAA) – Accredited University Courses:
http://daa.asn.au/universities-recognition/

Health Star Rating:

Food Product Development
Food Standards Australia New Zealand – labelling resources:
Nutrition Panel Calculator

Labelling
• http://www.foodstandards.gov.au/consumer/information/Pages/default.aspx

Tasmanian Food Products
County, P and Osborne, N, 2010 Tasmania’s Table, a food lover’s guide to Tasmania’s fine food, drink and restaurants, Tas Food Books, Australia

Goodwin-Roberts, K, 2012, Island Harvest Cookbook, Tas Food Books, Australia


Walker, T, Providore Island: Tasmanian fine produce Tas Food Books, Australia

Wall Street Journal, Tasmania, the Next Foodie Destination –
http://www.wsj.com/news/articles/SB10001424052702304441304579480040563522048

OZHarvest and Mollie Coddle
Tasmanian Food Products (continued)
http://tasfoodbooks.com/abouttasmania.htm

http://tasfoodbooks.com/harvest.html


http://www.foodtourist.com/Hot_Spots/Tasmania.htm


Environmental and social impacts of food waste


Tips to avoid food waste

Hospitality Careers
Service Skills Australia www.serviceskills.com.au (careers and descriptions)


Queensland Tourism Industry Council, 2013,

References
Teacher references:


Australasian Society of Clinical Immunology and Allergy (ASCIA) and Allergy & Anaphylaxis Australia (A&AA). - See more at: http://www.allergy.org.au/national-allergy-strategy/case-for-change#sthash.fTKZ5k9o.dpuf

Boddy, G., et. al. 2010. VCE Food & Technology 2, Units 3&4, 3rd ed., Australia: John Wiley & Sons, Australia

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