

Assessment Manual

Food Choice & Health M1H16

Award Type: Minor

Award Level:1

Version: 1.0

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1. Assessment Overview

Food Choice & Health M1H16 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique: Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade.

Learners will be given an assessment completion date by their course tutor. If learners do not complete their assessment by this date, they will be given a referred result.

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be

recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the graded awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.1 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

- 1. a) Module Name
 - b) Module Code
 - c) Learner Name
- 2. Completed assessment brief signed by the learner and tutor/assessor.
- 3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
- 4. Evidence of learner assessment work Clearly signposted and audiovisual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Food Choice & Health
Award Type:	Minor
Framework Level:	1
Award Code:	M1H16
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO1 Identify some common foods that area associated with healthy eating.	Assessment 1
LO2 Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart.	Assessment 2
LO3 Identify some common characteristics of food, e.g. raw/cooked, hot/cold, sweet, sour, salty, spicy.	Assessment 3
LO4 Follow short instructions to help prepare a meal	Assessment 4
LO5 Demonstrate appropriate personal food hygiene and safety practices	Assessment 5

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

Supporting Staff Agreement	Initial
I will:	
Agree a time with the learner to provide learning support	
in order to assist the learner's independent completion of	
course and assessment related work.	
To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and	
dated their assessment brief	
Support the learner to record their assessment	
submission date, deadline and encourage contact with	
tutor if required	
Encourage the learner to keep work safe and secure at	
all times	
Support the learner to complete student feedback and	
course evaluation	
Facilitate independent learning activities	
T domato maopondone lodining douvidos	
Encourage learning opportunities and skills use from	
course where appropriate	

5.1 Assessment Brief - Food Choice & Health

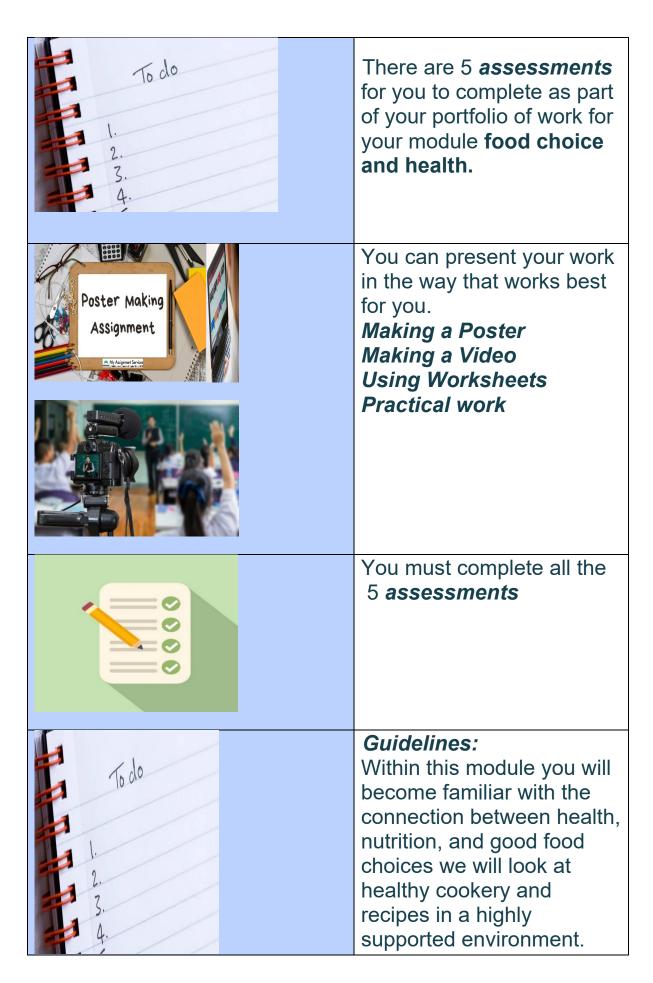
Learner Name:	
Module:	Food Choice & Health
Module Code:	M1H16
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	



5.2 Assessment Brief for Food Choice & Health

Programme Module Title:	Community Education
Component Title and Code:	Food Choice & Health M1H16
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	











Title Assessment 1 – FCH1: Guidelines

You will need to identify some common foods related to a healthy diet.

How Will You Do This: Activity One:

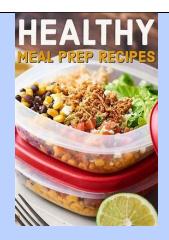
- To take part in a discussion about healthy foods.
- To use flash cards to play a healthy food game.
- Look at an easy read food pyramid and discuss.

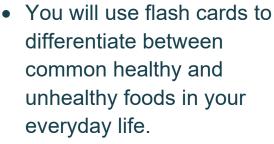
Activity Two:

 To make a poster to represent the healthy food that you currently eat or plan to eat, using cutouts from food magazines.

How Will You Do This: Activity One:

 You will take part in a group discussion relating to healthy food choices, some healthy food swaps will be discussed. You will discuss what you currently eat and some ideas on how you could incorporate healthier choices into your diet.





 The food pyramid will be discussed, and photos taken of discussion.

Activity Two:

 You will need to cut out some foods associated with a healthy diet and make a poster or be supported by staff to do this. An Easy Read food pyramid should ideally be incorporated in this poster.

Learning Outcome:

Recognise healthy foods in your everyday diet.

Title Assessment 2-FCH2: Guidelines:

To Identify benefits of healthy eating, e.g. good skin, hair, healthy heart.

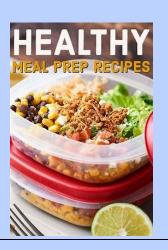
How Will You Do This:

Activity One:

 You will discuss why we eat certain food.







- You will discuss and look at different food groups, fats proteins, carbohydrates, and fibre.
- You will make a poster in relation to healthy food and food groups.





Activity Two:

 You will bring in food packaging from home and make your own food pyramid.

How Will You Do This: Activity One:

- You will discuss what is healthy and what is considered not healthy food. Work sheets will be provided. You will take part in a flash cards game.
- You will be supported to complete work sheets discussing different food groups.
- A poster will be completed by the group and discussed.



 A food swap game will be completed, e.g. swap a half cup of strawberries instead of a small chocolate bar.







Activity Two:

 You will be asked to bring in empty food packaging and a food pyramid will be assembled. Photographic evidence will be taken.
 Food pyramid will be discussed.

Learning outcomes-

To identify the benefits of healthy eating.



Title Assessment 3-FCH-3

Guidelines:

Identify different characteristics of different foods.







How You Will Do This: Activity One:

- You will fill out worksheets in relation to different food characteristics.
- You will discuss which foods you enjoy and which characteristic they fall into.

Activity two:

- You will be shown flash cards and asked if the food is sweet, salty, sour, spicy.
- You will make a poster to represent your findings.
- You will join a discussion to gain a better understanding of different characteristics of different foods.

How Will You Do This: Activity One:

 You will discuss sweet, salty, spicy, sweet, and sour foods. You will be asked to take part in a simple taste test to differentiate between different characteristics, textures, and tastes of food.

- You fill out various work sheets related to the taste tests.
- You will make a poster regarding which foods you prefer and why.

Activity two:

- You play a flash card game where you will discuss different tastes of food and which tastes and characteristics you prefer and why.
- You will make a poster showing different types and characteristics of food using some food packaging that you brought in from home.
- You will be asked to fill out a worksheet to this effect.



Learning Outcomes-

To identify different characteristics of food.

Title Assessment 4-FCH4

To follow a step-by-step approach to producing a









healthy and simple meal with appropriate support.

How Will You Do This Activity One –

 You will choose a work partner and set up your workstation for the task.

Activity two-

 You will adhere to appropriate personal hygiene practices and health and safety practices.

Activity-3

 You will create a plan step
 by-step of how you will do this.

Activity -4

• You will produce a simple meal of your choice.

How Will You Do This-Activity -1

 You will choose a work partner, and the task will be discussed. Support will be offered to set up the



- workstation with ingredients and equipment. **Activity-2**
- You will wash your hands appropriately, tie up/back your hair and put an apron on.
- You must complete Hand Hygiene Training. Video evidence of same will be added to your portfolio.
- The work area will be washed down, and equipment wiped and checked. Photos of prepared workstation to be provided. Attention will be drawn to the cooker, oven, safety measures will be taken around hot appliances, fire safety will be discussed.
- You will complete Basic Knife Safety Training. You will complete work sheets related to this training.

Acivity-3

 You will be photographed preparing your workstation with equipment and ingredients. A pictorial recipe will be provided.











Activity -4

- A Simple meal to be prepared using the pictorial recipe, support will be given both verbal and hands on if needed.
- The area will be appropriately cleaned afterwards, and pictorial cleaning chart will be checked and ticked.

<u>Learning outcome – </u>

To prepare a meal following simple instructions.

Title Assessment 5-FCH5

Demonstrate appropriate food safety and hygiene practices while working in the kitchen.

How Will You Do This-Activity 1-

- You will take part in Hand Hygiene Training.
- You will demonstrate good personal hygiene practices.

Activity 2-

- You will demonstrate safe practice related to the use of knives after completing
 Safe use of Knife Training.
- Extra attention will be given when knifes are being used.







Activity 3-

- You will ensure that the kitchen area and utensils are clean.
- You will ensure that all food is stored appropriately.

How Will You Do This Activity one-

- You will complete Hand Hygiene Training.
- Video evidence will be recorded of same.
- Hands will be washed, hair tied up/back, and aprons put on before each cookery session.
- You will practice this until it is done correctly,
- Photographic evidence will be provided.

Activity two-

- You will practice safe practice related to the use of a knife, and to adhere the safety measures discussed.
- You will be given appropriate time to complete each task.



 General safety around knives will be always adhered.

Activity three-

- You will ensure that you clean all work surfaces and equipment before beginning each task. You will ensure that the area is left clean when the task is complete.
- You will ensure that all chilled food will be kept in the fridge and frozen in the freezer. Work sheets showing the kitchen will be completed and safe food storage practiced and discussed.
- Cross contamination will be discussed, and worksheets completed showing what this term means.

Learning outcomes

To demonstrate good food hygiene and safety practices in a supported environment.

Learner Declaration (Learner to complete this section)		
I confirm that all work in my portfolio has been completed by me.	Learner Signature:	
	Date:	
Assessment Overview (Both lea section)	rner and course tutor complete this	
Date the assessment brief was given	Learner Signature:	
(insert date below)	Data	
Date the assessment was submitted by learner (insert date	Date / / Course Tutor Signature:	
below)	Date / /	
Tutor Marking Review (Course tut	tor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature> Date / /	

6. Marking Sheet

Learner Name:		Date:		Course Code:	M1H16
Course Name:	Food Choice & Health		Level:	QQI Leve	el 1

Portfolio /Collection of Work – 100% Grading Bands

Successful	Referred
Successful means that the learner has:	Referred means that the learner has:
Reached the required standard as	Not achieved the minimum
outlined by the assessment	standards required as outlined by
criteria in the component	the assessment criteria in the
specification.	component specification.
Provided sufficient evidence which	Portfolio/Collection of work
has relevance and clarity.	requires further work by the
	learner before they can
	demonstrate the required
	standard outlined in the
	assessment criteria in the
	component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO1 Identify some common foods that area associated with healthy eating.		Assessment 1
LO2 Identify common benefits of healthy eating, e.g. energy, good skin and hair, healthy heart.		Assessment 2
LO3 Identify some common characteristics of food, e.g. raw/cooked, hot/cold, sweet, sour, salty, spicy.		Assessment 3
LO4 Follow short instructions to help prepare a meal.		Assessment 4
LO5 Demonstrate appropriate personal food hygiene and safety practices.		Assessment 5
Grade Awarded	Tick as appropriate	Successful Referred
Grade provided by (Tutor/Assessor Signature)		Date of grade issue:
Learner Feedback	l	
Mode of feedback provided to learner:	Tick as appro VideoTe	xt LEAP Audio
Learner Feedback provided by (Tutor/Assessor Signature)	Date of feedb	ack issue:

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information	Details	Assessor	Internal
Needed		check	Verifier check
Assessor			
Responsibility			
Name of			
component(s) and component codes			
being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio			
corrected?			
Is DOB and PPS			
sent to QQI coordinator/included			
if first time being			
assessed?			
Is there evidence of			
all LOs included			
and are they clearly marked?			
Is audio visual			
evidence stored in			
the appropriate			
online location?			
Are all elements of the marking sheet			
completed i.e. all			
LOs ticked and			
proper code			
included? Has Learner and			
Accessor signed all			
relevant sections			
the assessment			
brief?			
Is assessor feedback included			
in portfolio?			
p =			

Internal		
Verification		
Responsibility		
Is portfolio clearly		
labelled and in the		
appropriate folder?		
Has label been		
printed and		
attached with		
Learner Name, Title		
of Component and		
code on Label?		
Are audio visual		
elements of portfolio		
stored in the		
appropriate online		
location?		
Has the tutor given		
the I.V. the correct		
Assessment Brief		
and Marking Sheet?		
Is the record of		
Award and		
component in the		
results pack?		
Is the I.V. report		
completed and		
included in the		
results pack?		
Is the Assessment		
Brief and Marking		
sheet for each		
component in the		
results pack?		

Review Record

Date Portfolios were handed to I.V: Date /	/	
By Assessor (Name): <insert assessor's="" he<="" iv="" name="" th=""><th>re></th><th></th></insert>	re>	
Date Portfolio handed in for EA submission: Date	/	/
By I.V. (Name): <insert assessor's="" here="" iv="" name=""></insert>		