St John of God Community Services

Lifelong Learning

Assessment Manual

Title Food Choice and Health

M2H16

Award Type: Minor

Award Level:2

Version: 1.0

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1. Assessment Overview

Food Choice and Health is a QQI Level 2 minor award. At QQI Level 2, 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 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.

2.2 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 SJOGCS13 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 audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Food Choice and Health
Award Type:	Minor
Framework Level:	2
Award Code:	M2H16
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
Familiarise the learner with healthy food and to break different foods into their food groups.	Assessment 1
Identify the difference between health and unhealthy food and drink.	Assessment 2
Explain how a healthy diet has positive effect on the body.	Assessment 3
Develop skills to prepare snacks and meals.	Assessment 4
Understand safe hygiene practices when preparing and storing food in the kitchen.	Assessment 5
Demonstrate basic food hygiene and safety practices in the kitchen.	Assessment 6

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 **I will:**	**Initial**
Agree a time with the learner to provide learning support 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 always work safe and secure	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

5.1 Assessment Brief - Food Choice and Health

Learner Name:	
Module:	Food Choice and Health
Module Code:	M2H16
Level:	2
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

Programme Module Title	Personal Skills – Food Choice and Health
Component Title and Code:	Food Choice and Health M2H16
Level	2
Assessment Technique	Portfolio of Work
Weighting	100%
Submission Date	

Assessment	
There are 6 assessments for you to complete as part of your portfolio of work for your course, Food Choice, and Health.	
You can present your work in the way that works best for you, like using posters, photos, making a video, and using worksheets.	BOOK CREATOR
You must complete all 6 Units.	

Title: Familiarise the learner with healthy food and to break different foods into their food groups (FCH1).

Guidelines:

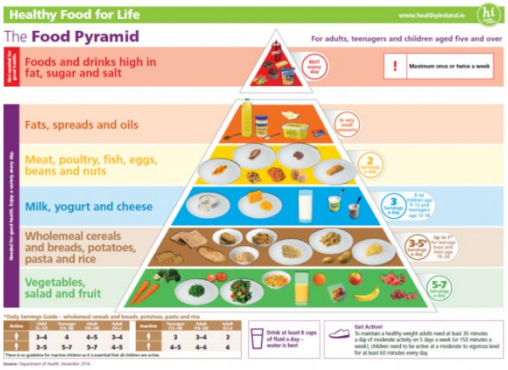
- Complete each task or worksheet assigned in section 1 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Identify common everyday foods.
- Distinguish between food that is good for you and food that is bad for you.
- Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy.
- Be familiar with the food pyramid and how to apply it to help make healthy food choices.
- Have an awareness of correct portion sizes in the context of a healthy balanced diet.

Learning Outcomes:

- Identify healthy and unhealthy foods.
- Name the different food groups.
- Apply the food pyramid to make health food choices.
- Recognise correct portion sizes of food.



Title: Identify the difference between health and unhealthy food and drink (FCH2).

Guidelines:

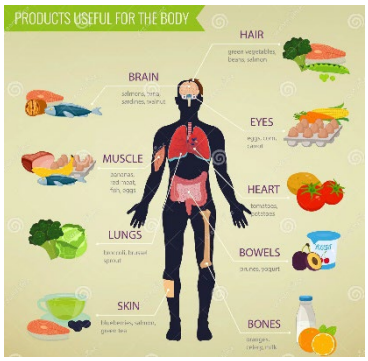
- Complete each task or worksheet assigned in section 2 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Comprehend the term healthy diet.
- Identify the effects of bad diet to the human body.
- Recognise the benefits of healthy diet to the human body.

Learning Outcomes:

- Identify healthy food and drink that make a well balances diet.
- Describe what is a healthy diet.
- Recognise the connection between food and the human body.
- Identify the negative outcomes of a bad diet on the body.
- The benefits of healthy eating.



Title: Explain how a healthy diet has positive effect on the body (FCH3).

Guidelines:

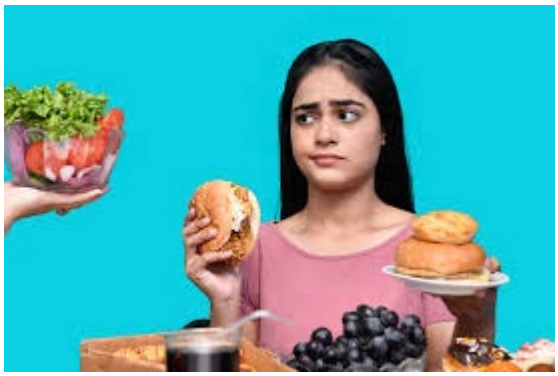
- Complete each task or worksheet assigned in section 3 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Identify the effect of healthy eating on the body.
- Outline the negative effect of a bad diet has on the human body: Heart, bones, teeth, and skin.
- Create a health daily eating plan for optimum health benefits.

Learning Outcomes:

- Understand the benefits of a well-balanced diet.
- Describe the effect of diet has on bones, teeth, skin, and heart.
- Complete a meal plan.
- Be aware of the benefits of exercise.



Title: Develop skills to prepare healthy meals e.g. breakfast and lunch/dinner (FCH4).

Guidelines:

- Complete each task or worksheet assigned in section 4 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Choose and prepare health meals.
- Follow step by step instructions to create a health meal or snack.
- Develop independent skills in shopping and cooking healthy meal.
- Demonstrate good hygiene and safe practices of work throughout the sessions.

Learning Outcomes:

- Be aware of health food choices.
- Develop skills to prepare a small meal or snack.
- Execute the correct hand hygiene technique.
- Be aware of the safe use of kitchen knife.

Title: Understanding safety hygiene practices when preparing and storing food (FCH5)

Guidelines:

- Complete each task or worksheet assigned in section 5 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Demonstrate correct hand washing technique.
- Exhibit important hygiene standard when working with food.
- Understanding of basic hygiene points when working with food.
- Outline basic safety points when preparing food.
- Distinguish between good and bad safety practices when working, preparing, and storing food.

Learning Outcomes:

- Develop skills to carry out basic food hygiene practices.
- Understand safe hygiene practices when preparing and storing food in the kitchen.
- Recognise the correct chopping boards for cooked meat and raw vegetables.
- Be able to use safety equipment in the kitchen.

Title: Demonstrate basic food hygiene and safety practices in the kitchen (FCH6)

Guidelines:

- Complete each task or worksheet assigned in section 6 of Food choice and Health.
- Your Tutor/Instructor will provide you with the material to complete the assigned task.
- Your work will be submitted to your tutor.

Criteria:

- On completion of the assigned work the learner will be able to:
- Demonstrate safe hygiene practices when handling food.
- Identify the importance of displaying correct food hygiene skills.
- Identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge.

Learning Outcomes:

- Develop skills to carry out basic food hygiene practices.
- Recognise the correct storage of food items.

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 learner and course tutor complete this section)	
Date the assessment brief was given. (insert date below) _____ Date the assessment was submitted by learner (insert date below) _____	Learner Signature: _____ Date / / Course Tutor Signature: _____ Date / /
Tutor Marking Review (Course tutor 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:	M2H16
Course Name:	Food Choice and Health		Level:	QQI Level 2	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	**Referred** means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work 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**
Complete assigned worksheets identifying health and unhealthy foods (FCH1)		
Complete assigned worksheets identifying the different food groups (FCH1)		
Participate in completing a food pyramid with the other learners (FCH1)		
Complete assigned worksheets recognizing correct portion size of food (FCH1)		
Show evidence of participation in a brainstorming session 'What are the benefits of health food to our body'(FCH2)		
Create a poster of the effects of bad diet (FCH2)		
Create a poster of the benefits of healthy eating (FCH2)		
Complete assigned worksheets identifying the effects good and bad diet on the teeth (FCH3)		
Complete assigned worksheets identifying the effect a good and bad diet on bones (FCH3)		
Complete assigned worksheets identifying the effects a good and bad diet on the skin (FCH3)		
Complete assigned worksheets identifying the effects good and bad diet on the Heart (FCH3)		

Create a meal plan for a week (FCH3)		
Show evidence of participation in a brainstorming session on 'What are the benefits of Exercise?'(FCH3)		
Evidence of making health food choices (FCH4)		
Evidence of choosing a healthy snack/lunch and preparation needed to complete task (FCH4)		
Evidence of correct hand washing technique. (FCH4) (FCH5)		
Evidence of safe use of a kitchen knife (FCH4) (FCH5)		
Show evidence of participation in a brainstorming session 'What are important hygiene points when working with food?'(FCH5)		
Evidence of the correct chopping board use for cooked meat and chopped vegetables (FCH5)		
Complete assigned worksheet of good and bad hygiene practices in a kitchen (FCH5)		
Evidence of using safety equipment is a kitchen (FCH5)		
Evidence of cleaning up a spill in the kitchen (FCH5)		
Evidence of using equipment safely in a kitchen (FCH5)		
Complete assigned worksheets identifying important points when working with food (FCH6)		
Evidence of using a clean cloth in the kitchen (FCH6)		

Evidence of correct washing fruit or vegetables (FCH6)		
Complete assigned worksheet associated with safe practices of food preparation and storage (FCH6)		
Grade Awarded	**Tick as appropriate**	**Successful** ☐ **Referred** ☐
Grade provided by (Tutor/Assessor Signature) ……		Date of grade issue:
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐	
Learner Feedback provided by (Tutor/Assessor Signature) ……..	Date of feedback issue: ……..	

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal 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?			
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 IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>