



**Higher National Qualifications
Internal Assessment Report 2012
Food Processing**

The purpose of this report is to provide feedback to centres on verification in Higher National qualifications in this subject.

Higher National Units

HN Unit verified:

F4TL 34 Food Hygiene Intermediate

General comments

Assessment evidence from 20 learners was verified for this Unit.

There was sufficient evidence to demonstrate that the centre had a clear and accurate understanding of the national standards required for this Unit.

Unit specifications, instruments of assessment and exemplification materials

Again, from evidence and the quality of the learners' work, it was clear that the assessors are familiar with the Unit specification, instruments of assessment and exemplification materials for Intermediate Food Hygiene.

Evidence Requirements

There was demonstrable evidence from the materials presented for verification that assessors had a clear understanding of the Evidence Requirements and that the requirements were fully met by learners who were successful in the Unit assessments.

Administration of assessments

The administration of assessments was robust and compliant with the centre's and SQA's quality processes. The internal verification system was effective and fit for purpose.

The assessment instrument was educationally sound. The assessment process was transparent and fair. Reasonable adjustments were made to ensure that assessments were accessible for learners who had English as a second or third language. The feedback/feed forward practices were logically structured and adequate.

Effective use was made of standardisation meetings to assure the quality of assessments and the assessors' judgements of learners' performance and achievement.

Assessment processes and outcomes were effectively recorded and stored securely.

General feedback

Overall, the quality and standard of work was very high. Learners' progression and achievement rates reflected the expected standard. However, some learners

found aspects relating to bacteria and food poisoning and food-borne diseases a bit challenging. Also, a few of the learners for whom English is a second language found aspects of the Unit challenging. This issue was adequately addressed by the centre staff through reasonable adjustment to make assessment accessible to this group of learners.

In terms of continuous improvement and ensuring currency of the Unit, our discussion with centre staff focused on:

- ◆ how to incorporate the new legislation pertaining to *E.coli* into the contents of the Unit
- ◆ sharing ideas on approaches to engage the learners and how to further enhance learners' experience

Areas of good practice

The centre has in place a robust and good internal verification process. Evidence available on this visit demonstrated a thorough approach to the implementation and documentation of the internal verification process. The Internal Verifier provided timely, constructive feedback on the assessor's decisions.

There was evidence of good engagement by the assessor and Internal Verifier in a diverse range of continuing professional development (CPD) activities. The CPD activities were linked to job roles and business processes and the records for the CPD activities were very well documented.

Adequately structured teaching and learning materials and resources were provided.

There was very good integration of theory and practice to help learners make sense of the importance of food safety.

The centre promotes and ensures fair access to assessment for all learners.

Specific areas for improvement

The centre staff should to continue to work with learners to help familiarise them with aspects of bacteriology, food poisoning and food-borne diseases.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

F7EW Food Science and Technology: Graded Unit

General comments

The range of projects, the resources to support the project implementation and the quality of the completed project outcomes, suggest that centre staff have a clear and thorough understanding of the requirements of the national standards.

Unit specifications, instruments of assessment and exemplification materials

From the materials presented for verification, there was ample demonstrable evidence to show that assessors are familiar with Unit specifications, instruments of assessment and exemplification materials. Also, the range of projects provided for the students supports the fact that assessors are very knowledgeable and able to contextualise the range of projects to comply with the required standards.

Evidence Requirements

The lack of 'Holds' is clear demonstrable evidence to show that the assessors and Internal Verifier have a clear understanding of the Evidence Requirements. Learners' assessment evidence was fully compliant with the assessment requirements.

Administration of assessments

The administration of assessments was robust and compliant with the centre's and SQA's quality processes. There was a good internal verification system in place. The assessment process was transparent, fair and the feedback/feed forward practices were logically structured and adequate.

The recording of performance and storage of outcomes of the assessment process was adequate.

General feedback

In general, the quality and standard of work verified was very high. The range of projects was good and enabled the learners to demonstrate effective development of relevant knowledge, skills and abilities suitable for work in the food industry. The learners' level of achievement was consistent with the national standard.

The quality and standard of resources and quality of learner support were very good. Also, there was good tracking of the learners' progress and good record keeping.

Areas of good practice

- ◆ Provision of a wide range of projects to reflect the diverse nature of manufacturing processes within the food industry. Also, this provides choice for the learner to help meet their areas of interest and professional development.
- ◆ Quality of the completed projects which provided access to a range of scientific and technical sources.
- ◆ High quality provision and support for the learners.

Specific areas for improvement

Centre staff should continue to work on, and to further refine, the very high quality of provision and learner support for the Graded Unit to ensure enhanced learner experience.