



Higher National Qualifications Internal Assessment Report 2015 Food Processing

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

Higher National Graded Units

Titles/levels of HN Graded Units verified:

F4TL 34 Food Hygiene Intermediate

G75W 04 Food Hygiene Intermediate Practices

General comments

Five centres were selected for external verification: three centres delivered F4TL 34 and two centres delivered G75W 04. All centres were externally verified under the Quality Assurance Management System (QAMS).

Four centres had a clear and accurate understanding of the requirements of the national standards. One centre did not meet the national standards and sanctions were applied.

The centres demonstrated their understanding of the national standards by:

- ◆ producing adequate fit-for-purpose learning and teaching materials that were aligned to the Assessment Standards for Intermediate Food Hygiene and met the Royal Environmental Health Institute of Scotland's (REHIS) requirements of Intermediate Food Hygiene
- ◆ using standardised instruments of assessment (REHIS and Highfield) that met the requirements stated in the Unit specification
- ◆ possessing the required qualification(s) in food hygiene and/or food safety and occupational experience in food handling practices
- ◆ complying with SQA's Quality Assurance Management System requirements

Unit specifications, instruments of assessment and exemplification materials

There was sufficient evidence to demonstrate that assessors are familiar with the Unit specifications, instruments of assessment and exemplars for the Units selected.

One centre's assessor was not familiar with the re-assessment requirements for F4TL 34 — it requires the use of unseen questions for re-assessment. However, the internal verifier identified this in their sample report. This resulted in a non-compliance against the centre.

Evidence Requirements

The materials presented for external verification demonstrated that assessors have a clear understanding of the Evidence Requirements for the Units. The learners fully met these and successfully completed the Units.

Assessors and internal verifiers prepare and work from master folders containing the relevant information and materials for the Units — the Unit specification, assessment instruments, marking schemes/checklists, SQA exemplars and REHIS materials.

Assessor judgements were linked to the Evidence Requirements for the Units.

Candidate performance and assessment evidence in sampled portfolios were accurate and interpreted to the required standard.

Administration of assessments

At all centres the assessment process was accurate and fair, and teaching and assessment plans were available for Units. Centres made adjustments and provided support where necessary — eg for learners with English as a second language and learners with additional supported learning needs.

Assessors gave structured feedback to candidates, however all centres should be giving candidates more detailed feedback on assessment decisions.

Centres provided evidence of pre- and post-delivery standardisation meetings. This ensures that assessment instruments are fit-for-purpose, assessors are making accurate judgements of candidate performance, and achievements are fair and reliable. Actions points from the standardisation meetings should be recorded and disseminated to all staff as appropriate.

The administration of assessments complied with the centres' quality management processes, and internal verification systems were effective in centres.

Internal verification reports were up-to-date and accurate. They reflected the importance centres attach to quality assurance and enhancement of qualifications.

General feedback

Five centres were externally verified under QAMS. They were familiar with the criteria and requirements for external verification.

In general, the quality and standard of evidence presented was high. Learners with English as a second language find aspects of the Units challenging, but centres addressed this by providing additional support, remediation opportunities and adequate preparation for re-assessment.

All centres have developed fit-for-purpose instruments of assessment; they also provide individual assessment plans that promote equality and fair access to learning and assessment.

Internal verification systems at centres simplified the taking of information and records.

Centre staff should continually update their knowledge and skills for food hygiene, safety and legislation.

Centres commented that the Units should include food allergens in the evidence requirements for assessment.

Areas of good practice

- ◆ Centres have structured learning and teaching materials and resources for the Units. Resources included up-to-date REHIS publications, journals, PowerPoint presentations and online teaching resources for bacteriology and food safety. There was evidence of very good integration of theory and practice to assist learners with their understanding of the importance of food hygiene and safety.
- ◆ Centres provide learners with individual assessment plans which promote equality and fair access to assessment.
- ◆ Centres have systems and procedures in place to identify malpractice, candidates are aware of the implications of malpractice.
- ◆ Internal verification systems in centres contribute to the enhancement of the assessment process and standardisation. Internal verifiers give assessors good constructive feedback which enhances the assessment process and meets the standards for the Units.
- ◆ Centres encourage candidates to apply for the additional industry-recognised certification by REHIS on achievement of F4TL 34.

Specific areas for improvement

- ◆ Centre staff should continue to improve the feedback to candidates on assessment decisions to ensure candidates are aware of areas for improvement and where performance meets the standards.
- ◆ Assessors must be familiar with re-assessment requirements and the use of question banks for assessment.
- ◆ Centre staff should continually update and record their knowledge and skills for food hygiene, safety and legislation.