

APPLIED



WJEC Level 3 Applied Diploma in
**FOOD SCIENCE AND
NUTRITION**

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT
MATERIALS - INTERNAL**

Teaching from 2015
For award from 2017

Version 2 - December 2023





WJEC LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION

SAMPLE INTERNAL ASSESSMENT

UNIT 4: CURRENT ISSUES IN FOOD SCIENCE AND NUTRITION

For certification from 2017

SUMMARY OF AMENDMENTS

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LEARNER ASSIGNMENT BRIEF

BRIEF

There are many factors that affect choices consumers make about the food they buy and eat. There are many businesses interested in knowing about these factors and how they can assure consumers that food products meet their needs.

Having already been involved in researching different current issues, from different perspectives, you should have some awareness of how key stakeholders are responding to those issues.

You now have the opportunity to research an issue that is of interest to you.

Tasks

1. Plan research into current issues affecting food science and nutrition.
2. Investigate an issue in food science and nutrition.

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	Project proposal; primary research tools	AC1.1 propose research into a current issue AC1.2 plan research into a current issue AC1.3 justify plan for research AC3.1 describe research methodology AC3.2 design primary research tools	Time 3 hours Resources Access to ICT software; access to class notes Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked
2	Annotated project plan; research log; report in electronic format; activity log	AC2.1 monitor research progress AC2.2 evaluate research project AC3.3 analyse data AC3.4 evaluate quality of information AC4.1 analyse consumer food choice issues AC4.2 evaluate how key stakeholders respond to current issues	Time 11 hours Resources Primary research tools produced in task 1; project plan produced in task 1; access to ICT software (including spreadsheets); access to Internet; access to class notes Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked

ASSESSOR INFORMATION

WJEC Approach to Assessment

The WJEC Level 3 Diploma in Food Science and Nutrition has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*GCE, ELC, and Project Qualifications – instructions for conducting coursework*'. This document can be accessed through the JCQ website (www.jcq.org.uk).

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this assessment
- All specified assessment criteria must be met under controlled conditions, as given in this assessment, for the unit learning outcomes to be achieved
- Performance bands for Level 3 Merit and Level 3 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task setting

WJEC have produced this assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or scientific investigation. Further details are in the rationale in Section 1.2 of the specification.
- The assignment can specify a number of tasks but tasks must be coherent ie show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to investigate current issues affecting consumer food choice. This will have applications to many industry stakeholders. The tasks are all coherently related to the applied purpose. The Summary table makes clear the evidence requirements.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **14** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. For task 1, learners must have access to ICT software to produce their project plan and primary research tools. Where evidence for task 1 is submitted, but the plans and/or tools are inappropriate, the assessor can make amendments, once that task is marked. This allows for fair assessment of the remaining assessment criteria. Learners will need access ICT software to develop their outputs for task 2. This will include word processing and spreadsheet software but could include other software that the learner deems appropriate for their audience. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment. Learners should produce their own pro-formas for all documentation.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements.

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

There can be no changes to evidence requirements, although any format is acceptable. If the learner presents an oral report for task 2, there must be an observation record. Observation records should include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance. Learners must have supporting evidence used in any presentations or practical work.

Tasks

No changes to tasks are allowed.

Purpose

No changes allowed.

Context

No changes are allowed.

How Assessment is Managed (Task taking)

Time

The time suggested for each task is realistic for the time required for completion. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is not allowed for this unit.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



LEVEL 3 QUALIFICATIONS IN FOOD SCIENCE AND NUTRITION MARK RECORD SHEET

UNIT 4: CURRENT ISSUES IN FOOD SCIENCE AND NUTRITION

Centre name:

Centre Number:

Learner's Name:

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Signature:

Date:

Assessor's Name:

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.
The candidate has clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

The overall grade awarded for this unit is _____

Signature:

Date:

Lead Assessor's Name:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature:

Date:

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC1.1 Propose research into a current issue related to food science and nutrition	Proposal relates to a valid issue for research, includes key requirements, some of which have some detail. 1	Proposal relates to a valid issue for research and includes all requirements, some of which have some detail. 2	Proposal relates to a valid issue for research and includes all requirements in detail. 3	
	Assessor comments			
AC1.2 Plan research into a current issue	Plan addresses most requirements, some of which are in detail. Content and sequencing are mainly reasonable and have some validity in achieving project aims. 1	Plan is comprehensive, with some detail. Content and sequencing are reasonable and mainly valid as a means of achieving project aims. 2	Plan is comprehensive and detailed. Content and sequencing would validly achieve project aims. 3	
	Assessor comments			

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC1.3 Justify plan for research	Plan is outlined with some attempt at justification. 1	Some aspects of the plan are justified with clear reasoning. 2	The plan is justified with clear and detailed reasoning. 3	
	Assessor comments			
AC2.1 Monitor project progress	Project progress is monitored at key stages throughout the process. 1	Project progress is monitored throughout the process. 2		
	Assessor comments			

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC2.2 Evaluate research project	Evaluation of research project may be mainly subjective with conclusions drawn from limited evidence. Evaluation addresses some aspects of the research but with omissions. Evaluation may be mainly descriptive. 1	Evaluation of research project has most conclusions drawn from evidence. Evaluation addresses most aspects of the research. Evaluation is mainly well reasoned. 2	Evaluation of research project is comprehensive and objective with well-reasoned conclusions drawn from evidence from a range of sources. 3	
	Assessor comments			
AC3.1 Describe research methodology	Research methodology is outlined. 1	Research methodology is described with some detail. 2	Research methodology is described in detail. 3	
	Assessor comments			

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC3.2 Design primary research tools	A range of primary research tools are designed. Designs may have some issues in obtaining required data and/or information. 1	A range of primary research tools are designed. Designs are mainly fit for purpose but with some minor issues in one or more tools in obtaining required information. 2	A range of appropriate primary research tools are designed. Designs are fit for purpose. 3	
	Assessor comments			
AC3.3 Analyse data	Analyses data in collating and presenting findings. Some relevant trends, patterns and relationships are highlighted. 1	Analyses data in collating and presenting a range of findings. Relevant trends, patterns and relationships are highlighted. 2	Analyses data in collating and presenting a range of findings. Relevant trends, patterns and relationships are explained. 3	
	Assessor comments			

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC3.4 Evaluate quality of information	Examines a limited range of information sources. Evaluates quality of information against limited criteria giving with some reasoning for conclusions. 1	Examines a range of information sources. Evaluates quality of information against a range of criteria showing mostly well-reasoned conclusions. Most conclusions are relevant to the research project. 2	Examines a range of information sources. Evaluates quality of information against a range of appropriate criteria showing well-reasoned conclusions. Conclusions are relevant to the research project. 3	
	Assessor comments			
AC4.1 Analyse current issues related to food science and nutrition	Analyses current issues related to food science and nutrition. Key aspects will be highlighted. Some conclusions are drawn from evidence. There is limited reference to other issues researched. There is evidence of drawing on some prior learning. 1	Analyses current issues related to food science and nutrition. Key aspects will be highlighted from different perspectives with most conclusions drawn from evidence. There is some application of use of other issues researched. There is clear evidence of drawing on some prior learning. 2	Analyses current issues related to food science and nutrition. Key aspects will be highlighted from different perspectives and with most conclusions drawn from evidence and other issues researched. There is clear evidence of drawing from a range of prior learning. 3	
	Assessor comments			

Assessment criteria	Performance bands			Grade awarded
	Mark band 1	Mark band 2	Mark band 3	
AC4.2 Evaluate how key stakeholders respond to current issues	Evaluates how a limited range of key stakeholders respond to a current issue. Evaluation is mainly subjective with limited use of evidence. Conclusions are mainly straightforward. 1	Evaluates how a range of key stakeholders respond to current issues. Evaluation makes some relevant use of evidence. Conclusions show some reasoning. 2		
	Assessor comments			