

## Assignment 2

### Development of HACCP Plan for a Specific Food Product

#### Question

Develop a HACCP plan for a food product that has been chosen in Assignment 1. Below is the guideline for the preparation of your HACCP plan:

1. Assemble a HACCP team
2. Describe the product
3. Identify the intended use
4. Construct a process flow diagram
5. Verify the flow diagram
6. Conduct hazard analysis
7. Determine Critical Control Point (CCP)
8. Establish critical limit for each CCP
9. Establish a monitoring system for each CCP
10. Establish corrective action
11. Establish verification procedures
12. Establish documentation and record keeping

#### Assessment

##### 1. Presentation (10%)

Discuss and present all the elements in developing a HACCP plan for your product. Submit your **slide presentation** by **12 January 2021**.

##### 2. Written assignment (10%)

Discuss and write all the elements in developing a HACCP plan for your product. Submit your **written assignment** by **20 January 2021**.

##### 3. Discussion (5%)

Upload your slide presentation in Padlet by **5 pm** on **20<sup>th</sup> January 2021**. You are given **1 week** for the discussion and Q&A session.

#### Assessment criteria

1. Presentation
  - Ability to present and discuss the developed HACCP plan effectively
2. Written assignment
  - Ability to identify problems (e.g. food safety hazards)
  - Ability to provide good solutions for the food safety hazards
  - Ability to think effectively and discuss critically all the HACCP principles pertaining to the selected product (e.g. hazards analysis, CCP, critical limits, control measures, monitoring procedures, corrective actions, verifications, and record keeping)
3. Discussion
  - Active participation from the group members for the Q&A session

#### Plagiarism

Any work found to have any element of plagiarism will not be evaluated and will be subjected to USM discipline act. The USM Plagiarism Policy can be referred here:

<http://www.indtech.usm.my/images/stories/PPTI/Postgraduates/USMPolicyPlagiarism.pdf>

**Rubrics for written assignment (10%): Student ability to apply theory and academic knowledge to obtain alternative solution for a given task**

*(Use this rubric when you prepare your report. Ensure all the 3 criteria are addressed/answered in your report. Attached a copy at the end of your report)*

<b>Criteria</b>	<b>Introductory (1 mark)</b>	<b>Developing (2 marks)</b>	<b>Functional (3 marks)</b>	<b>Proficient (4 marks)</b>	<b>Advance (5 marks)</b>
<b>Identify problems (CTPS1 – 20%)</b>	Able to identify problems that are simple and easy but often fail to make appropriate assessment.	Able to identify problems that are simple and easy but sometimes fail to make appropriate assessment.	Able to identify problems and analyze problems in simple and clear situations and mediocre ability to provide assessment justification.	Able to identify problems and analyze problems in complex and vague situations and make justified assessment.	Able to identify problems and make right and accurate solution, and choose the right concept and strategy taking into account all the constraints.
<b>Thinking skills (CTPS2 – 20%)</b>	Lack of thinking ability and need guidance.	Have the ability to think and analyze things at a simple and easy level.	Only have the ability to develop and improve thinking skills in a mediocre manner.	Can develop and improve thinking skills.	Always able to develop and improve thinking skills effectively.
<b>Alternative solutions (CTPS 3 – 40%)</b>	Unable to think of alternative solutions.	Able to think but unable to provide solutions.	Able to discover ideas and find mediocre alternative solutions.	Able to find ideas and alternative solutions.	The first to give a variety of good and unique ideas and solutions.

**Rubric for presentation (10%): Student ability to present and discuss effectively for given task**

*(Use this rubric when you prepare your presentation. Ensure all the 3 criteria are addressed/answered in your presentation.)*

<b>Criteria</b>	<b>Introductory (1 mark)</b>	<b>Developing (2 marks)</b>	<b>Functional (3 marks)</b>	<b>Proficient (4 marks)</b>	<b>Advance (5 marks)</b>
<b>Contents (CTPS2 – 40%)</b>	No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way. Presentation of content is disjointed and incoherent; little evidence of preparation.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation. Content shows problems with research and fair presentation; more preparation of the material is necessary.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included. Content is presented well for the most part. Research and preparation are evident.	Speaker provides an complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included sufficiently. Content is presented well for the most part. Research and preparation are evident.	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Content throughout the presentation is well researched and presentation is well prepared and has obviously been rehearsed.
<b>Visuals (C1 – 10%)</b>	Visuals are unattractive AND detract from the content of the presentation	All visuals are attractive but a few do not seem to support the theme/content of the presentation.	A few visuals are not attractive but all support the theme/content of the presentation	Most visuals are attractive, and some enhance the presentation; show considerable.	Visuals are attractive and effectively enhance the presentation. Originality illustrate important points
<b>Presentation skills (CS3 – 30%)</b>	Only able to present when guided. Presentations are unclear, nervous, lack of confidence, and are unable to convey topics relevant to the level of the listeners.	Presentations conducted require some guidance. Presentations are lack of clarity, nervous, lack of confidence and are unable to convey topics relevant to the level of the listeners.	Presentations are unclear, nervous, lack of confidence and are unable to convey topics relevant to the level of the listeners.	Presentations are clear, confident, and can convey topics relevant to the level of the listeners.	Always present clearly, confidently, and consistently deliver on topics that resonate well with the level of the listeners.
<b>Question &amp; answer session (CTPS3 – 20%)</b>	Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.	Demonstrates some knowledge of rudimentary questions by responding accurately to questions.	Demonstrates knowledge of the topic by responding accurately and appropriately addressing questions. At ease with answers to all questions but fails to elaborate	Demonstrates knowledge of the topic by responding accurately and confidently addressing all questions with adequate elaboration.	Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions.

**Online Discussion (5%)**

You can discuss/comments/ask question on the following:

- i. Process flow diagram
- ii. Hazard analysis
- iii. CCP determination
- iv. Critical limits
- v. Monitoring system
- vi. Corrective actions
- vii. Verification procedures
- viii. Documentation and record-keeping

**Duration: 20 – 27 Jan 2021**

**Rubric for Discussion**

<b>Criteria</b>	<b>Introductory (1 mark)</b>	<b>Developing (2 marks)</b>	<b>Functional (3 marks)</b>	<b>Proficient (4 marks)</b>	<b>Advanced (5 marks)</b>
<b>Critical Analysis/ Quality of Post (50%)</b>	No posting.	Discussion postings show little or no evidence that content were understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the content.	Discussion postings repeat and summarize basic, correct information, but do not link content to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas.	Discussion postings display an understanding of the content and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the content and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points.
<b>Relevance of post (20%)</b>	No posting.	Makes short or irrelevant remarks	Posts topics which do not relate to the discussion content.	Posts topics that are related to discussion content.	Posts topics related to discussion topic; prompts further discussion of topic.
<b>Contribution to the learning community (30%)</b>	No feedback provided to fellow student. There is no evidence of replies to questions.	Discussion postings do not contribute to ongoing conversations or respond to peers' postings.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions, — making an oppositional statement supported by any personal experience or related research.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question — making an oppositional statement supported by personal experience or related research.

