

Pearson BTEC Level 1 and 2 Awards in Home Cooking Skills

Specification

BTEC Specialist qualification

For first teaching September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 1 and 2 Awards in Home Cooking Skills (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 1 and 2 Awards in Home Cooking Skills specification Issue 4 changes

Summary of changes made between previous Issue 2 and this current Issue 4	Page/section number
All references to Jamie Oliver have been removed from the specification	

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Home Cooking Skills
Qualification Number (QN)	500/8084/2
Date registrations can be made	1 st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	4
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	40
Guided learning hours	40
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 2 Award in Home Cooking Skills
Qualification Number (QN)	500/8020/9
Date registrations can be made	1 st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.

Progression opportunities through Pearson qualifications

Learners who have achieved the BTEC Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills. The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- Apprenticeships

BTEC specialist qualifications may also enhance learners' self development by providing them with valuable life skills.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have adequate facilities for learners to prepare and cook food.
- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Pearson BTEC Level 1 Award in Home Cooking Skills

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	F/600/8662	Home Cooking Skills	1	4	40

Pearson BTEC Level 2 Award in Home Cooking Skills

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	M/600/8768	Home Cooking Skills	2	6	60

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (e.g. performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Home Cooking Skills (Level 1)

Unit reference number: F/600/8662

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Unit introduction

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

In this unit, learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.

Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others.

This unit aims to give learners the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.

Essential resources

For this unit, centres need adequate facilities for learners to prepare and cook food.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food	1.1	Select and prepare ingredients for a recipe	<ul style="list-style-type: none"> □ <i>Choosing ingredients:</i> meal planning; fresh food eg use by date, recognising when fish is fresh; seasonal food eg vegetables, fruit; sourcing eg free range, locally produced, organic, country of origin; value for money; nutritional eg contribution to five-a-day initiative, eatwell plate; food labelling; fridge and store cupboard management □ <i>Kitchen basics:</i> store cupboard ingredients eg oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment eg knives, saucepans, frying pan, mixing bowls, measuring jug □ <i>Recipes:</i> eggs eg boiled eggs and soldiers, scrambled eggs and toast, fried eggs; breakfast eg toast and toppings, flapjacks, porridge, bacon sandwich, fruit smoothies; packed lunches eg sandwich with fruit and drink; simple soups eg tomato soup, leek and potato, minestrone; salads eg basic preparation, chopped salads, basic green salad, simple jam jar dressings; basic bread making eg focaccia; pasta eg spaghetti with pesto sauce, spaghetti with tomato sauce; simple seasoned vegetables eg broccoli with butter and salt and pepper, baked potatoes, potato wedges; mince eg meatballs, Bolognese sauce, chilli; with lentils; stews eg vegetable curry and fluffy rice, lamb stew; fish eg cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil; quick cooked meat eg minute steak, sausages; chicken eg baked on a tray, chicken fajitas; puddings eg ice cream and crushed biscuits, stewed fruit, fruit crumble; barbecue food eg chicken fillets, simple kebabs, burgers; fruit salad with toppings eg yoghurt and maple syrup; baking eg brownies, biscuits

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Use cooking skills when following a recipe	<ul style="list-style-type: none"> □ <i>Skills</i>: preparation skills eg chopping, slicing, grating, peeling, mashing, beating; cooking skills eg roasting, frying, baking, boiling; knowing when food is cooked; presentation □ <i>Follow recipe</i>: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures
		1.3	demonstrate food safety and hygiene throughout the preparation and cooking process	<ul style="list-style-type: none"> □ <i>Food safety and hygiene</i>: food storage eg raw meat on the bottom shelf of the fridge; food labelling eg follow storage instructions, use by dates; food preparation eg wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food eg cooling quickly, refrigerating or freezing; using knives safely
2	Understand the value of passing on information about home cooking	2.1	Reflect on own learning about the value of gaining cooking skills	<ul style="list-style-type: none"> □ <i>Value of learning home cooking skills</i>: change food habits eg prepare and eat home cooked food; benefits to long term wellbeing of self and family; sense of achievement; enjoyment; confidence; enthusiasm; able to transfer skills to new recipes; continue to cook at home
		2.2	Identify ways to pass on information about home cooking	<ul style="list-style-type: none"> □ <i>Ways to pass on information</i>: inspire others; share recipes eg written, email; cook with family members eg children; cook for friends; 'cook and eat' groups; lunch clubs

Delivery

The focus of this unit is on the development of skills which are essential for cooking food successfully at home. It therefore requires learners to have practical experience throughout. This may be best achieved through tutor demonstration of recipes with tips for success and making cooking fun followed by the opportunity for learners to develop and practise their cooking skills and learn how to prepare and cook food safely.

It is important throughout this unit for tutors to be sensitive to the dietary practices of the learners and to suggest alternatives to meat and fish in the recipes which enables learners to acquire cooking skills. Sessions could be organised around recipes which require learners to develop different types of cooking skills. This hands-on approach supports active learning and will enable learners to develop confidence and build up competence throughout the unit. Success is dependent on carefully following a recipe, which includes selecting ingredients, measuring ingredients and using correct cooking temperatures and timings. Learners may need to be supported to develop confidence in these aspects.

Each practical session could include discussions about food sourcing, nutrition, hygiene and food labelling of the ingredients involved in each recipe. For example, a practical session about making omelettes could include discussion about the difference between free-range, barn and caged eggs, lion quality mark, how to store eggs, best before date, hygienic handling and how to cook eggs for the elderly and babies. Having gained home-cooking skills, learners are encouraged to reflect on the benefits of their new abilities, which may include reports from peers, friends and family.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities

Introduction to unit and structure of the programme of learning and assessment.

Demonstration – eggs, eg boiled eggs and soldiers, scrambled eggs and toast, fried eggs (skills – boiling, toasting, frying, scrambling) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, effects of the method of cookery, labelling, equipment, cooking tips, seasoning, serving.

Practical – boiling eggs, making toast and soldiers, scrambling eggs, frying eggs.

Demonstration – breakfast, eg toast with different toppings, flapjacks, porridge (basic with milk or water), fruit smoothies, frying bacon and making a bacon sarnie (skills – toasting, baking, stirring, frying, slicing, blending) and tutor-led discussion – discuss the importance of breakfast, hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving.

Practical – making toast with different toppings, flapjacks, porridge (basic with milk or water), a bacon sarnie.

Topic and suggested activities

Demonstration – packed lunches, eg basic know how and how to make a sandwich; alternatives to butter (cream cheese), how to pack a packed lunch, eg sandwich, fruit and cold drink, sandwich filling combinations (skills – slicing bread and knife safety, spreading (buttering bread to the edges), cutting, chopping) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value – benefits of home-made packed lunch versus all the ready-made shop-bought options, labelling, equipment, cooking tips, seasoning, serving, different breads (brown, wholemeal, white, focaccia, sourdough).

Practical – making cheese and pickle sandwich, making ham, cheese and watercress sandwich.

Demonstration – simple soups, eg basic soups and understanding the key elements of a soup base and demonstrate this with more than one soup. Example recipes – tomato, leek and potato, minestrone, (skills – slicing and chopping, boiling, simmering, liquidising) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value – eg different coloured vegetables and nutritional benefits, labelling, equipment, cooking tips, seasoning, serving, using as a base for other recipes.

Practical – making tomato, minestrone or leek and potato soup.

Demonstration – salads, eg how to wash and prepare salad leaves, simple green salad, chopped salads, simple jam jar dressings, how to dress a salad properly (skills – chopping, washing leaves and spinning dry, dressing) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips seasoning, serving.

Practical – making basic green salad, chopped salad, pick and mix salad, basic dressings, and dressing a salad properly.

Demonstration – basic bread making, eg focaccia (skills – sieving, kneading, proving, shaping) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, freezing.

Practical – making dough, making focaccia.

Demonstration – cooking pasta, eg how to cook pasta (salting water, plentiful water); basic pasta sauce, (making pesto and tomato sauce (skills – slicing, chopping, boiling, using a pestle and mortar, grating) and tutor-led discussion – hygiene, sourcing ingredients, shop bought options available, nutritional value (eg, carbohydrates essential in a meal, should make up 1/3 of each meal. Good source of energy, fibre, B vitamins), labelling, equipment, cooking tips, seasoning, serving, other ingredients which could be added, eg Parmesan, basil leaves.

Practical – cooking pasta, making tomato sauce, making pesto.

Demonstration – cooking vegetables, eg broccoli with butter and salt and pepper, baked potatoes, potato wedges, baked potato fillings (skills – boiling/steaming, chopping, peeling, baking) and tutor-led discussion – seasonality, hygiene, sourcing ingredients, nutritional value, eg effect of different methods of cooking, the benefits of different coloured vegetables, labelling, equipment, cooking tips, seasoning, serving.

Practical – preparing and cooking boiled broccoli with butter and salt and pepper, baked potatoes with fillings and potato wedges.

Topic and suggested activities

Demonstration – cooking mince, eg basic mince cookery – meatballs, chilli with lentils, Bolognese sauce and spaghetti (skills – chopping, mixing, shaping, simmering, boiling, using griddle) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (protein and pulses benefits and comparison), vegetarian options of mince, labelling, equipment, cooking tips, seasoning, serving.

Practical – making and cooking chilli with lentils, Bolognese sauce, meatballs.

Demonstration – stews, eg vegetable curry, lamb stew (skills – chopping, simmering, boiling rice, steaming rice) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, timings, cooking tips, seasoning, serving.

Practical – preparing and cooking a vegetable curry, a lamb stew.

Demonstration – cooking rice, eg fluffy rice (skills – boiling and steaming) and tutor-led discussion eg food safety of rice (making sure it's cooled appropriately).

Practical – cooking fluffy rice.

Demonstration – fish, eg simple fish cookery – cod simmered in tomato sauce, summer tray-baked salmon, fish parcels in foil (skills – simmering, baking, roasting) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (source of protein, fish oils, calcium, eating both oily and white fish, 2-4 portions oily fish per week), fresh and frozen, labelling, equipment, cooking tips, seasoning, serving.

Practical – making cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil.

Demonstration – quick cooked meat, eg minute steak, sausages (skills – frying, grilling) and tutor-led discussion – hygiene (cross-contamination), sourcing ingredients, nutritional value (the importance of good quality meat and in particular the meat content in sausages), labelling, equipment, cooking tips, seasoning, serving.

Practical – cooking minute steak and sausages.

Demonstration – preparing and cooking chicken, eg baked on a tray, chicken fajitas (skills – slicing, frying, roasting, rolling wraps) and tutor-led discussion – hygiene, eg raw meat and cooked meat, knowing when chicken is cooked by clear juices, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving.

Practical – preparing and cooking, eg baked on a tray, chicken.

Demonstration – puddings, eg good quality shop-bought ice cream and crushed biscuits, stewed fruit, basic fruit crumbles (skills – chopping, bashing with rolling pin, rubbing together, preparing fruit, stewing) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (don't eat these too often and go for small amounts), labelling, equipment, cooking tips, serving.

Practical – preparing and cooking ice cream and toppings, stewed fruit, fruit crumbles.

Demonstration via video – barbecue food, eg chicken fillets, simple vegetable and haloumi kebabs, burgers (skills – how to set up a barbecue; hot and cold side, shaping, chopping, slicing, bashing, skewering) and tutor-led discussion – safety, hygiene, eg raw meat and cooked meat, cross contamination, making sure things are cooked through, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving.

Topic and suggested activities

Demonstration – fruit salad with toppings (skills – preparing fruit, chopping, slicing, peeling) and topping suggestions, eg syrups, maple syrup, yoghurt, granola and tutor-led discussion – seasonality, hygiene, sourcing ingredients, nutritional value (how good fruit is for you), labelling, equipment, tips, serving, explain that fruit doesn't always have to be in sweet dishes.

Practical – make a fruit salad and topping.

Demonstration – baking, eg basic all in one method for brownies, biscuits; explain different methods of baking (skills – mixing, weighing, measuring, beating, testing, baking).

Practical – make brownies and biscuits.

Assignment – follow a recipe to prepare ingredients and cook a dish, demonstrating food safety and hygiene.

Assessment – be able to use cooking skills to make home-cooked food using basic ingredients (learning outcome 1)

Tutor-led discussion – reflection on learner achievement and ways to pass on information about home cooking.

Assessment – understand the value of passing on information about home cooking (learning outcome 2).

Assessment feedback review and evaluation of unit.

Assessment

Assessment for criteria 1.1, 1.2 and 1.3 could be linked into one practical task evidenced by a witness testimony from the tutor. To meet criterion 1.1, learners need to follow the instructions for preparing the ingredients in the recipe by selecting the correct ingredients, using the measurements and preparation methods given. For 1.2, learners need to demonstrate the cooking skills required by the recipe. 1.3 requires learners to prepare and cook the food safely and hygienically.

Criteria 2.1 and 2.2 may be assessed through one-to-one discussions with the tutor or through written evidence. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification. For 2.1 learners need to consider at least two ways they have benefited from learning cooking skills. 2.2 requires learners to suggest at least two ways that they could pass on information about home cooking to others.

Suggested resources

Books

Beckett F – *The Healthy Lunchbox* (Grub Street, 2005) ISBN 9781904943235

Franco S – *Family Food* (Quadrille, 2005) ISBN 9781844002160

Good Housekeeping: Step by Step Cookbook (Collins & Brown, 2007)
ISBN 9781843404132

Grant A – *Healthy Lunchboxes for Kids* (Ryland, Peters & Small, 2010)
ISBN 9781849750486

Grant A – *Kids' Kitchen: Good Food Made Easy* (Mitchell Beazley, 2007)
ISBN 9781845333164

Grant A and Russell H – *The Silver Spoon for Children: Favourite Italian Recipes* (Phaidon, 2009) ISBN 9780714857466

Hamlyn New All Colour Cookbook (Hamlyn, 2003) ISBN 9780600609988

Hix M – *British Food* (Quadrille, 2005) ISBN 1844002136, ISBN 9780718147716

Pickford L – *Hamlyn All Colour Cookbook: 200 Really Easy Recipes* (Hamlyn, 2009) ISBN 9780600619345

Sinclair C – *A Cook's Dictionary: International Food and Cooking Terms from A to Z* (Bloomsbury, 2004) ISBN 9780747572268

Smith D – *Delia's Complete How to Cook: Both a Guide for Beginners and a Tried and Tested Recipe Collection for Life* (BBC, 2009) ISBN 9780563539070

Sreedharan D – *Easy Indian* (Quadrille 2005) ISBN 9781844002153

The Ultimate Student Cookbook (Absolute Press, 2009) ISBN 9781906650070

Walters L – *Healthy Food* (Quadrille, 2005) ISBN 9781844002146

Websites

www.nhs.uk/livewell/5aday/pages/5adayhome.aspx	NHS website giving top tips for eating more fruit and vegetables
www.britishmeat.org.uk	British Meat – information about organic food and farming with links to related websites
www.chickenout.tv/	campaign for free-range chickens
www.childrensfoodfestival.co.uk	The Children's Food Festival – information about sustainability
www.cookingindex.com	Cooking Index – recipes and information on food and cookbooks
www.deliaonline.com/home	Delia online – recipes, cooking tips, equipment
www.eattheseasons.co.uk	Eat the Seasons – UK seasonal food information, tips and recipe ideas, updated every week.
www.fitbrits.co.uk	FitBrits – recipes and cooking guides for cooking from scratch
www.food.gov.uk	Food Standards Agency – information about food safety and hygiene, labelling and packaging, nutrition
www.foodideals.co.uk	Food Ideas – archive of recipes for all occasions
www.foodloversbritain.com	Food Lovers Britain – information about quality local food and drink, organic foods and regional producers and suppliers; recipes

www.healthystart.nhs.uk	Healthy Start – information about health benefits of fruit, vegetables etc
www.lovefoodhatewaste.com	Love Food Hate Waste – tips and recipes for buying, storing, portion size, recipes for leftovers
www.meatandeducation.com	Meat and Education – free resources for teachers, including video clips and interactive games
www.nhs.uk/Change4life	NHS guide to a healthy lifestyle for children and families
www.nhs.uk/video/pages/bbqhealth.aspx	NHS guide to barbeque safety
www.tasteofhome.com	Recipes from home – recipes, categorised into starters, main course, dessert, side dish, home baking
www.rspca.org.uk/allaboutanimals/farm	RSPCA – information about animal welfare
www.seafish.org	Seafish – information about sourcing fish, buying fish and recipes
www.simplybeefandlamb.co.uk	Simply Beef and Lamb – British meat and lamb recipes
www.soilassociation.org	The Soil Association – information about organic food and farming
www.recipes.vegsoc.org	Vegetarian Society – vegetarian recipes by meal type and course

Unit 2: Home Cooking Skills (Level 2)

Unit reference number: M/600/8768

Level: 2

Credit value: 6

Guided learning hours: 60

Unit aim

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Unit introduction

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook meals from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

In this unit, learners will develop their cooking skills by exploring recipes for nutritious meals. Each recipe is underpinned with knowledge about planning and sourcing food, hygiene and food safety. How to cook different elements of a meal to serve them at the same time are considered in this unit. The importance of presenting food well and how this contributes to its enjoyment is reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit.

Learners will demonstrate their skills by selecting recipes for a nutritious two-course meal and following the recipes to prepare, cook and present the meal.

This unit aims to give learners the skills and confidence to enjoy cooking meals at home, to apply skills to new recipes to continue cooking for themselves and their families and to inspire others.

Essential resources

For this unit, centres need adequate facilities for learners to prepare and cook food.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan a nutritious, home-cooked meal using basic ingredients	1.1	plan a nutritious two-course meal	<ul style="list-style-type: none"> □ <i>Planning</i>: selecting recipes for courses eg starter, main course, dessert; nutrition eg eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings eg for preparation, cooking; assembling ingredients and equipment
2	Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients	2.1	select and prepare ingredients for recipes for a nutritious, two-course meal	<ul style="list-style-type: none"> □ <i>Selecting ingredients</i>: factors eg fresh, seasonal, locally produced □ <i>Kitchen basics</i>: store cupboard ingredients eg; oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment eg knives, saucepans, frying pan, mixing bowls, measuring jug □ <i>Recipes</i>: eggs eg poached eggs, folded omelettes and frittata; breakfasts eg French toast, porridge with different toppings, cooked breakfast; packed lunches eg homemade pasty; soups eg roasted squash soup; salads eg Caesar salad and warm salads; bread eg pizza with toppings, basic loaf; pasta eg lasagne; vegetables eg potatoes dauphinoise, roasted vegetables; mince eg shepherd's pie, vegetarian burger (including salad and potato wedges); stews eg hotpots, pies, dumplings and curry; fish eg fish pie, pan fried tuna with tomato and coriander salsa, Italian spaghetti with prawns; quick cooked meat eg chops with mixed herbs; puddings eg apple pie, bread and butter pudding; barbecue food eg vegetables in foil, marinated lamb kebabs; stir fries eg vegetable, chicken, rice; fruit eg baked apples, grilled fruit; baking eg Victoria sponge, cupcakes and muffins; chicken eg roast chicken dinner

Learning outcomes		Assessment criteria		Unit amplification
		2.2	use cooking skills when following the recipes	<ul style="list-style-type: none"> □ <i>Skills</i>: preparation skills eg chopping, slicing, grating, peeling, mashing, beating; cooking skills eg roasting, frying, baking, boiling □ <i>Follow recipe</i>: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures; timings
		2.3	demonstrate food safety and hygiene throughout the preparation and cooking process	<ul style="list-style-type: none"> □ <i>Food safety and hygiene</i>: food storage eg raw meat on the bottom shelf of the fridge; food labelling eg follow storage instructions, use by dates; food preparation eg wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food eg cooling quickly, refrigerating or freezing; using knives safely
		2.4	apply presentation skills when serving the meal	<ul style="list-style-type: none"> □ <i>Meal presentation</i>: portion size; colour; temperature of food; relaxed atmosphere; table setting
3	Understand how to cook economically at home	3.1	explain ways to economise when cooking at home	<ul style="list-style-type: none"> □ <i>Cooking economically</i>: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze eg mince for Bolognese sauce; use leftovers eg potato salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat
4	Be able to pass on information about cooking meals at home from scratch	4.1	identify ways information about cooking meals at home from scratch has been passed on to others	<ul style="list-style-type: none"> □ <i>Ways to pass on information</i>: inspire others; share recipes eg written, email; cook with family members eg children; cook for friends and family; 'cook and eat' groups; lunch clubs

Information for tutors

Delivery

The focus of this unit is on developing the skills to enable learners to cook meals at home, so it requires them to use practical experience throughout. This may best be achieved through tutor demonstration of recipes for meals with tips for success and making cooking fun, followed by the opportunity for learners to develop and practise their cooking skills and learn how to plan, prepare, cook and present nutritional meals safely and hygienically. This hands-on approach supports active learning and will enable learners to develop confidence and build up competence throughout the unit.

It is important throughout this unit for tutors to be sensitive to the dietary practices of their learners and to suggest alternatives to meat and fish in the recipes which will enable learners to develop their cooking skills.

Sessions could be organised with recipes which require learners to develop their cooking skills by increasing the number of components in the meals; for example from a simple menu with a cold starter such as goat's cheese salad followed by chilli con carne and crusty bread; up to a menu of roast chicken, roast vegetables and gravy and stewed fruit. Success is dependent on carefully following recipes, which includes selecting ingredients, measuring ingredients and using correct cooking temperatures and timings; these aspects need to be emphasised by the tutor in each demonstration.

Each practical session could include discussions about planning nutritious meals, food sourcing, shopping and cooking economically and food presentation. For example, a practical session about cooking meatballs and pasta with accompanying green salad could include discussion about how the meal is nutritionally balanced, buying lean, low fat mince, the economics of buying and cooking in bulk to freeze, different types of pasta (for example, fresh, whole-wheat), selecting salad leaves, and serving and presenting the meal. Sessions could be planned for learners to prepare, cook and serve a meal of two courses to other members of the group, which would be an enjoyable way for learners to demonstrate their skills. This would also provide the opportunity for peer assessment. Tutors may need to provide guidance to learners in selecting courses which would be appropriate to prepare, cook and serve in these sessions. Learners are encouraged to pass on what they have learned about cooking meals at home from scratch to encourage others to develop their skills to cook nutritional, affordable meals at home.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion on planning a meal including choosing recipes, sourcing ingredients, timings for assembly, preparation, cooking and presentation and how the meal contributes to a balanced diet.

Activity – group work – analysis of different case studies to identify how meal preparations could have been improved to ensure success. Groups to feed back and justify changes.

Demonstration – eggs, eg folded omelettes, frittata, poached eggs (skills – whisking, frying, poaching, separating eggs) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, equipment, measuring, cooking tips, seasoning, timings, serving, sweet and savoury recipes, accompaniments to make a balanced meal, presentation.

Practical – making folded omelettes, frittata, poached eggs, separating eggs.

Demonstration – breakfast, eg French toast, porridge with different toppings, cooked breakfast (skills – soaking, stirring, grilling, frying) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, equipment, measuring, cooking tips, seasoning, timings, serving, presentation.

Practical – making breakfast, eg French toast, porridge with different toppings, cooked breakfast with sausage, bacon, eggs and mushrooms.

Demonstration – packed lunches, eg savoury pasty with home-made pastry, complicated sandwiches eg three layers of bread and two different fillings (tomato, mozzarella and pesto, cheddar, stilton and red onion chutney, ham, mustard and red Leicester cheese) (skills – rubbing flour into butter, mixing, bringing together, resting, rolling, flouring, spreading, slicing, chopping), and tutor-led discussion – how to make up a lunch box, frozen juice as refrigerator.

Practical – making complicated sandwich, making savoury pasty with shop-bought pastry

Demonstration via video – barbecue, eg vegetables in foil, marinated lamb kebabs (skills – making a cool and a hot side on the barbecue, marinading, cooking in foil, recognising when meat is cooked) and tutor-led discussion – hygiene (cross-contamination), sourcing ingredients, nutritional value, cooking tips, seasoning, serving.

Practical – barbecue on griddle, eg kebabs.

Demonstration – soups and toasted sandwiches, eg roasted squash soup, tomato, mozzarella and pesto sandwich (skills – preparing and roasting vegetables, chopping, slicing, liquidising/blending, toasting) and tutor-led discussion – hygiene, sourcing ingredients, economy: buying squash in season, using basic store cupboard ingredients, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value, accompaniments to make a balanced meal, presentation.

Practical – making roasted squash soup and learning how to make different toppings, eg grated cheese, toasted breadcrumbs, yoghurt, crème fraiche,

making tomato, mozzarella and pesto toasted sandwich.

Topic and suggested activities

Demonstration – salads, eg Caesar salad, warm salads and dressings, (skills – timings for warm salad success, making croutons, preparing salad leaves, making dressing, slicing, chopping, dressing salad) and tutor-led discussion, hygiene, sourcing, buying ingredients in season, variety of ingredients, seasoning, presentation, ways to add vegetables (shaved carrot, beetroot, asparagus), protein (smoked salmon, bacon, poached eggs) and pulses (cannellini beans, lentils) warm Caesar salad.

Practical – make Caesar salad and dressing.

NB – this section and soup can be joined as one to make a 'meal'

Demonstration – basic breads eg pizza dough with different toppings, basic loaf (skills – mixing, kneading, shaping, resting, stretching, proving) and tutor-led discussion – hygiene, sourcing ingredients, eg different types of flour, equipment, measuring, cooking tips, seasoning, timings, serving – eg what to serve with pizza to make it a nutritious meal, nutritional value, presentation.

Practical – cook a loaf of bread OR a pizza.

Demonstration – lasagne (meat and vegetarian style lasagne, eg butternut squash) and dressed green salad – (skills – making white sauce simply using the crème fraiche method, layering) and tutor-led discussion – hygiene, economy, eg buying mince and cooking Bolognese sauce in bulk to freeze; nutritional value, different types of lasagne, eg fresh, dried; equipment, measuring, cooking tips, seasoning, timings, alternative toppings (eg sliced tomatoes), serving, presentation.

Practical – making and cooking lasagne and dressed green salad.

Demonstration – vegetables, eg potatoes dauphinoise, roasted vegetables (skills – peeling, chopping, roasting, baking) and tutor-led discussion – hygiene, sourcing ingredients, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value (not eating creamy foods all the time), presentation.

Practical – making and cooking potatoes dauphinoise and roasted vegetables.

Demonstration – mince, eg shepherd's pie with meat or lentils (skills – boiling, mashing, chopping, mixing, shaping, preparing salad, roasting, griddling) and tutor-led discussion – hygiene, sourcing ingredients, get your mince minced for you at the butchers to specify cut you want, cooking tips, seasoning, timings, serving, nutritional value presentation.

Practical – making shepherd's pie

Demonstration – stews – basic recipe with different options and alternative toppings to make it into a big dish eg dumplings, hot pot, pies and curry demonstrations (skills – chopping, peeling, simmering, rolling pastry, making dumplings, slicing, mashing) and tutor-led discussion – sourcing ingredients, serving suggestions such as greens, economy – cheaper cuts of meat, nutritional value, timings.

Topic and suggested activities

Demonstration – fish, eg pan, fried tuna with tomato, chilli and coriander salsa, Italian spaghetti with prawns (skills – pan frying, simmering, cooking pasta) and tutor-led discussion – hygiene, sourcing ingredients, sustainability, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value, presentation.

Practical – pan-fry tuna, make chilli and coriander salsa, simmer fish in sauce and serve with pasta.

Demonstration – fish pie and peas with baked apples (skills – removing bones from fish, baking, mashing, boiling, coring, stuffing) and tutor-led discussion – hygiene, sourcing ingredients, sustainability, economy, using different varieties of fish, buying fruit in season, equipment, measuring, cooking tips, timings, serving, seasoning, nutritional value, presentation.

Practical – cooking fish pie with peas and baked apples.

Demonstration – quick cooked meat, eg chops with mixed herbs, steaks (skills – understanding degrees of doneness using the thumb test, preparing meat, pan frying, griddling, bashing up herbs in pestle and mortar, turning meat, seasoning meat) and tutor-led discussion – understanding degrees of doneness using the thumb test, good animal husbandry, benefits of hanging meat.

Practical – cooking chops with mixed herbs

Demonstration – puddings, eg apple pie, marmalade bread and butter pudding (skills – making pastry, how to make pastry from scratch, how to use ready-made pastry, peeling, baking, glazing, egg washing, weighing, rubbing in, resting, rolling out, lining, blind baking) and tutor-led discussion – hygiene, sourcing ingredients, equipment, measuring, cooking tips, timings, serving, nutritional value especially portion control, presentation.

Practical – making apple pie with ready-made pastry or marmalade bread and butter pudding

Demonstration – chicken stir fry, rice stir fry, vegetable stir fry (skills – chopping, peeling, slicing, stir frying) and tutor-led discussion – hygiene, eg salmonella and raw chicken, cooling rice down quickly and only storing for short periods, how to check chicken is cooked, sourcing ingredients, eg free-range chicken, equipment, measuring, cooking tips, timings, seasoning, serving, nutritional value, presentation.

Practical – cooking chicken stir fry, rice stir fry, vegetable stir fry.

Demonstration – baking, eg Victoria sponge, cupcakes and muffins – (skills – weighing, creaming, beating, mixing, weighing, sifting, cooling, turning out, lining tins, testing doneness) and tutor-led discussion – same base with other ingredient options (nuts, berries, spices, dried fruit) optional fillings, hygiene, sourcing ingredients, room temperature eggs and butter, equipment, measuring, cooking tips, timings, serving, nutritional value, presentation.

Practical – baking and assembling Victoria sponge and muffins.

Topic and suggested activities

Demonstration – roast chicken dinner, eg roast chicken with rosemary and garlic potatoes, gravy and greens with stewed fruit crumble (skills – timings, roasting, par boiling, making gravy, making crumble) and tutor-led discussion – sourcing ingredients, eg suitable cuts of meat, free range/outdoor reared, nutritional value, timings, hygiene, eg salmonella and raw chicken, how to check chicken is cooked, sourcing ingredients, eg free range chicken, equipment, measuring, cooking tips, seasoning, timings, serving, how to carve, how to pick the meat from the bird, how to use the carcass, nutritional value, eg different cuts have different nutritional value, eg breast lean v thigh more fatty, presentation.

Tutor-supported research to plan menu for demonstration session.

Assignment – produce a plan to prepare and cook a two-course meal (learning outcome 1)

Assignment – follow recipes to prepare ingredients and cook and present a two-course meal, demonstrating food safety and hygiene (learning outcome 2)

Assignment – record ways to cook economically at home and evidence of passing on information about cooking meals at home from scratch (learning outcomes 3 and 4)

Assessment feedback review and evaluation of unit.

Assessment

Assessment for criterion 1.1 can take the form of a plan which must include the courses learners have decided to prepare, the ingredients needed and where these will be sourced, and timings for assembling ingredients and equipment, preparation, cooking and presenting the meal. The plan should also show how the meal will contribute to a balanced diet.

Assessment for criteria 2.1, 2.2, 2.3 and 2.4 could be linked to one practical task; much of the evidence required may be provided by a witness testimony from the tutor. To meet criterion 2.1, learners need to follow the instructions for preparing the ingredients in the recipes for two courses by selecting the correct ingredients and using the measurements and preparation methods given. The two courses could comprise: a starter and a main course, a main course and a dessert or a starter and a dessert. For 2.2, learners need to demonstrate the cooking skills required by the recipes. 2.3 requires learners to prepare and cook the food safely and hygienically. For 2.4, learners will need to present the meal attractively. Evidence for this criterion may include peer assessment following eating the meal, photographic evidence, witness testimony from the tutor. Alternative methods of evidencing learning may be used.

Criterion 3.1 may be assessed through one-to-one discussions with the tutor or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification. Learners need to suggest at least three different ways to economise when cooking at home. Responses may relate to the recipes chosen for the meal selected in learning outcome 1 or examples may be given from other recipes.

For criterion 4.1, learners must provide evidence of how they have passed on information to others about cooking skills at home. Evidence may include: photographs of family meals supported by a brief statement from a participant, photographs of cooking with family members, copies of emails.

Suggested resources

Books

Beckett F – *The Healthy Lunchbox* (Grub Street, 2005) ISBN 9781904943235

Franco S – *Family Food* (Quadrille, 2005) ISBN 9781844002160

Good Housekeeping: Step by Step Cookbook (Collins & Brown, 2007)
ISBN 9781843404132

Grant A – *Healthy Lunchboxes for Kids* (Ryland, Peters & Small, 2010)
ISBN 9781849750486

Grant A – *Kids' Kitchen: Good Food Made Easy* (Mitchell Beazley, 2007)
ISBN 9781845333164

Grant A and Russell H – *The Silver Spoon for Children: Favourite Italian Recipes*
(Phaidon, 2009) ISBN 9780714857466

Hamlyn New All Colour Cookbook (Hamlyn, 2003) ISBN 9780600609988

Hix M – *British Food* (Quadrille, 2005) ISBN 1844002136, ISBN 9780718147716

Pickford L – *Hamlyn All Colour Cookbook: 200 Really Easy Recipes* (Hamlyn, 2009)
ISBN 9780600619345

Sinclair C – *A Cook's Dictionary: International Food and Cooking Terms from A to Z*
(Bloomsbury, 2004) ISBN 9780747572268

Smith D – *Delia's Complete How to Cook: Both a Guide for Beginners and a Tried
and Tested Recipe Collection for Life* (BBC, 2009) ISBN 9780563539070

Sreedharan D – *Easy Indian* (Quadrille 2005) ISBN 9781844002153

The Ultimate Student Cookbook (Absolute Press, 2009) ISBN 9781906650070

Walters L – *Healthy Food* (Quadrille, 2005) ISBN 9781844002146

Websites

[www.nhs.uk/livewell/5aday/
pages/5adayhome.aspx](http://www.nhs.uk/livewell/5aday/pages/5adayhome.aspx)

NHS website giving top tips for eating
more fruit and vegetables

www.britishmeat.org.uk

British Meat – information about
organic food and farming with links to
related websites

www.chickenout.tv/

campaign for free-range chickens

www.childrensfoodfestival.co.uk

The Children's Food Festival –
information about sustainability

www.cookingindex.com	Cooking Index – recipes and information on food and cookbooks
www.deliaonline.com/home	Delia online – recipes, cooking tips, equipment
www.eattheseasons.co.uk	Eat the Seasons – UK seasonal food information, tips and recipe ideas, updated every week.
www.fitbrits.co.uk	FitBrits – recipes and cooking guides for cooking from scratch
www.foodideals.co.uk	Food Ideas – archive of recipes for all occasions
www.food.gov.uk	Food Standards Agency – information about food safety and hygiene, labelling and packaging, nutrition
www.foodloversbritain.com	Food Lovers Britain – information about quality local food and drink, organic foods and regional producers and suppliers; recipes
www.healthystart.nhs.uk	Healthy Start – information about health benefits of fruit, vegetables etc
www.lovefoodhatewaste.com	Love Food Hate Waste – tips and recipes for buying, storing, portion size, recipes for leftovers
www.meatandeducation.com	Meat and Education – free resources for teachers including video clips and interactive games
www.nhs.uk/Change4life	NHS guide to a healthy lifestyle for children and families
www.tasteofhome.com	Recipes from Home – recipes, categorised into starters, main course, dessert, side dish, home baking
www.seafish.org	Seafish – information about sourcing fish, buying fish and recipes
www.soilassociation.org	The Soil Association – information about organic food and farming
www.nhs.uk/video/pages/bbqhealth.aspx	NHS guide to barbeque safety
www.simplybeefandlamb.co.uk	Simply Beef and Lamb – British meat and lamb recipes
www.rspca.org.uk/allaboutanimals/farm	RSPCA – information about animal welfare
www.recipes.vegsoc.org	Vegetarian Society – vegetarian recipes by meal type and course

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

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Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

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- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.
- Please visit our website at qualifications.pearson.com/en/support/contact-us.html

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