



JAMIE'S HOME COOKING SKILLS

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

Accredited
on the QCF

SPECIFICATION

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Qualification titles covered by this specification

Edexcel BTEC Level 1 Award in Home Cooking Skills (QCF)

Edexcel BTEC Level 2 Award in Home Cooking Skills (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and can be found at their regularly updated website (www.dcsf.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 1 Award in Home Cooking Skills (QCF)	500/8084/2
Edexcel BTEC Level 2 Award in Home Cooking Skills (QCF)	500/8020/9

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Specialist qualifications?

BTEC specialist qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications.

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.

Key features of the Edexcel BTEC Level 1 and Level 2 Awards in Home Cooking Skills (QCF)

The Edexcel 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.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel BTEC Specialist qualifications

When combining units for Edexcel specialist qualifications, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 1 Award in Home Cooking Skills (QCF)

To achieve the Edexcel BTEC Level 1 Award in Home Cooking Skills, learners must achieve one unit with a value of four credits.

Unit number	Unit title	Credit	Level
1	Home Cooking Skills	4	1

Edexcel BTEC Level 2 Award in Home Cooking Skills (QCF)

To achieve the Edexcel BTEC Level 2 Award in Home Cooking Skills, learners must achieve one unit with a value of six credits.

Unit number	Unit title	Credit	Level
2	Home Cooking Skills	6	2

Assessment

In the Edexcel specialist qualifications all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used.

To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters; along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current (ie to reflect the most recent developments and issues)
- flexible to reflect learner needs (ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement).

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel Specialist qualifications*).

In the Edexcel BTEC Level 1 and 2 Awards in Home Cooking Skills (QCF) qualifications, each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

‘Credit is awarded for achievement, not for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual’s learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual participation in learning activities.’

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Centres are advised to consider this definition when planning the programme of study associated with this specification.

Quality assurance of centres

Edexcel’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- **compulsory** Edexcel-provided training and standardisation for lead internal verifiers
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes.

In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Edexcel Quality Assurance handbook

Details of quality assurance are set out in the Edexcel Quality Assurance handbook published annually. Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

Programme design and delivery

Mode of delivery

Edexcel does not define the mode of delivery for Edexcel specialist qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the practical nature of Edexcel specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. The catalogue can be accessed at the NDAQ website (www.ndaq.org.uk) under the 'Browse Diploma Qualifications' section.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

Edexcel specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications at Entry level, Level 1 and Level 2.

Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 1 and Level 2 Awards (QCF) in Home Cooking Skills are accredited on the QCF for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers; for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements*, 2002), concerning learners with particular requirements.

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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, 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. Provided that 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.

Unit format

All units in the Edexcel specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on learners' Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what learners are expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in **bold** at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- ‘eg’ is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Home Cooking Skills (Level 1)	15
Unit 2: Home Cooking Skills (Level 2)	25

Unit 1: Home Cooking Skills (Level 1)

Unit code: F/600/8662

QCF Level: Level 1

Credit value: 4

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 chef Jamie Oliver's 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

This unit has been developed in partnership with Jamie Oliver Ltd and has been inspired by his food initiatives and campaigns.

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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 1.2 use cooking skills when following a recipe 1.3 demonstrate food safety and hygiene throughout the preparation and cooking process
2 Understand the value of passing on information about home cooking	2.1 reflect on own learning about the value of gaining cooking skills 2.2 identify ways to pass on information about home cooking

Unit content

1 Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food

Recipes: 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 foccaccia; 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

Choosing ingredients: 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

Kitchen basics: 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

Food safety and hygiene: 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

Skills: preparation skills eg chopping, slicing, grating, peeling, mashing, beating; cooking skills eg roasting, frying, baking, boiling; knowing when food is cooked; presentation;

Follow recipe: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures

2 Understand the value of passing on information about home cooking

Value of learning home cooking skills: 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

Ways to pass on information: inspire others; share recipes eg written, email; cook with family members eg children; cook for friends; 'cook and eat' groups; lunch clubs

Essential guidance for tutors

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
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>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.</p> <p>Practical – boiling eggs, making toast and soldiers, scrambling eggs, frying eggs.</p>
<p>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.</p> <p>Practical – making toast with different toppings, flapjacks, porridge (basic with milk or water), a bacon sarnie.</p>
<p>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).</p> <p>Practical – making cheese and pickle sandwich, making ham, cheese and watercress sandwich.</p>
<p>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.</p> <p>Practical – making tomato, minestrone or leek and potato soup.</p>
<p>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.</p> <p>Practical – making basic green salad, chopped salad, pick and mix salad, basic dressings, and dressing a salad properly.</p>
<p>Demonstration – basic bread making, eg foccaccia (skills – sieving, kneading, proving, shaping) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, freezing.</p> <p>Practical – making dough, making foccaccia.</p>

Topic and suggested activities
<p>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.</p> <p>Practical – cooking pasta, making tomato sauce, making pesto.</p>
<p>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.</p> <p>Practical – preparing and cooking boiled broccoli with butter and salt and pepper, baked potatoes with fillings and potato wedges.</p>
<p>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.</p> <p>Practical – making and cooking chilli with lentils, Bolognese sauce, meatballs.</p>
<p>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.</p> <p>Practical – preparing and cooking a vegetable curry, a lamb stew.</p>
<p>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).</p> <p>Practical – cooking fluffy rice.</p>
<p>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.</p> <p>Practical – making cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil.</p>
<p>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.</p> <p>Practical – cooking minute steak and sausages.</p>
<p>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.</p> <p>Practical – preparing and cooking, eg baked on a tray, chicken.</p>

Topic and suggested activities
<p>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.</p> <p>Practical – preparing and cooking ice cream and toppings, stewed fruit, fruit crumbles.</p>
<p>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.</p>
<p>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.</p> <p>Practical – make a fruit salad and topping.</p>
<p>Demonstration – baking, eg basic all in one method for brownies, biscuits; explain different methods of baking (skills – mixing, weighing, measuring, beating, testing, baking).</p> <p>Practical – make brownies and biscuits.</p>
<p>Assignment – follow a recipe to prepare ingredients and cook a dish, demonstrating food safety and hygiene.</p> <p>Assessment – be able to use cooking skills to make home-cooked food using basic ingredients (learning outcome 1)</p>
<p>Tutor-led discussion – reflection on learner achievement and ways to pass on information about home cooking.</p> <p>Assessment – understand the value of passing on information about home cooking (learning outcome 2).</p>
<p>Assessment feedback review and evaluation of unit.</p>

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.

Essential resources

Adequate facilities for learners to prepare and cook food.

Indicative resource materials

Textbooks

Beckett F – *The Healthy Lunchbox* (Grub Street, 2005) ISBN 1904943235

Franco S – *Family Food* (Quadrille, 2005) ISBN 1844002160

Good Housekeeping: Step by Step Cookbook (Collins & Brown, 2007) ISBN 1843404133

Grant A – *Healthy Lunchboxes for Kids* (Ryland, Peters & Small, 2008) ISBN 1845977054

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Sreedharan D – *Easy Indian* (Quadrille 2005) ISBN 1844002152

The Ultimate Student Cookbook (Absolute Press, 2009) ISBN 1906650071

Walters L – *Healthy Food* (Quadrille, 2005) ISBN 1844002144

Websites

www.5aday.nhs.uk	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	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.jamieoliver.com	Jamie Oliver website – recipes and demonstrations
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.mychild.co.uk/articles/home-cooking-children-674	My Child – advice on cooking with children including recipe section
www.nhs.uk/Change4life	NHS guide to a healthy lifestyle for children and families
www.nhs.uk/livewell/summerhealth/pages/barbequefoodsafety.aspx	NHS guide to barbeque safety
www.recipesfromhome.co.uk	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	The Soil Association – information about organic food and farming
www.vegsoc.org/cordonvert/recipes	Vegetarian Society – vegetarian recipes by meal type and course

Unit 2: Home Cooking Skills (Level 2)

Unit code: M/600/8768

QCF Level: Level 2

Credit value: 6

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 chef Jamie Oliver's 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

This unit has been developed in partnership with Jamie Oliver Ltd and has been inspired by his food initiatives and campaigns.

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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to plan a nutritious, home-cooked meal using basic ingredients	1.1 plan a nutritious two-course meal
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 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal
3 Understand how to cook economically at home	3.1 explain ways to economise when cooking at home
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

Unit content

1 Be able to plan a nutritious, home-cooked meal using basic ingredients

Planning: 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

Recipes: 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

2 Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients

Selecting ingredients: factors eg fresh, seasonal, locally produced

Kitchen basics: 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

Skills: preparation skills eg chopping, slicing, grating, peeling, mashing, beating; cooking skills eg roasting, frying, baking, boiling

Food safety and hygiene: 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

Follow recipe: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures; timings

Meal presentation: portion size; colour; temperature of food; relaxed atmosphere; table setting

3 Understand how to cook economically at home

Cooking economically: 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

Ways to pass on information: inspire others; share recipes eg written, email; cook with family members eg children; cook for friends and family; ‘cook and eat’ groups; lunch clubs

Essential guidance 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
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>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.</p> <p>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.</p>
<p>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.</p> <p>Practical – making folded omelettes, frittata, poached eggs, separating eggs.</p>
<p>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.</p> <p>Practical – making breakfast, eg French toast, porridge with different toppings, cooked breakfast with sausage, bacon, eggs and mushrooms.</p>
<p>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.</p> <p>Practical – making complicated sandwich, making savoury pasty with shop-bought pastry</p>
<p>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.</p> <p>Practical – barbecue on griddle, eg kebabs.</p>
<p>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.</p> <p>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.</p>

Topic and suggested activities
<p>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.</p> <p>Practical – make Caesar salad and dressing.</p> <p><i>NB – this section and soup can be joined as one to make a ‘meal’</i></p>
<p>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.</p> <p>Practical – cook a loaf of bread OR a pizza.</p>
<p>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.</p> <p>Practical – making and cooking lasagne and dressed green salad.</p>
<p>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.</p> <p>Practical – making and cooking potatoes dauphinoise and roasted vegetables.</p>
<p>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.</p> <p>Practical – making shepherd’s pie</p>
<p>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.</p>
<p>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.</p> <p>Practical – pan-fry tuna, make chilli and coriander salsa, simmer fish in sauce and serve with pasta.</p>

Topic and suggested activities
<p>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.</p> <p>Practical – cooking fish pie with peas and baked apples.</p>
<p>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.</p> <p>Practical – cooking chops with mixed herbs</p>
<p>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.</p> <p>Practical – making apple pie with ready-made pastry or marmalade bread and butter pudding</p>
<p>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.</p> <p>Practical – cooking chicken stir fry, rice stir fry, vegetable stir fry.</p>
<p>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.</p> <p>Practical – baking and assembling Victoria sponge and muffins.</p>
<p>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.</p>

Topic and suggested activities
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.

Essential resources

Adequate facilities for learners to prepare and cook food.

Indicative resource materials

Textbooks

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The Ultimate Student Cookbook (Absolute Press, 2009) ISBN 1906650071

Walters L – *Healthy Food* (Quadrille, 2005) ISBN 1844002144

Websites

www.5aday.nhs.uk	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	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.jamieoliver.com	Jamie Oliver website – recipes and demonstrations
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.mychild.co.uk/articles/home-cooking-children-674	My Child – advice on cooking with children including recipe section
www.nhs.uk/Change4life	NHS guide to a healthy lifestyle for children and families
www.recipesfromhome.co.uk	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	The Soil Association – information about organic food and farming
www.nhs.uk/livewell/summerhealth/pages/barbequefoodsafety.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.vegsoc.org/cordonvert/recipes	Vegetarian Society – vegetarian recipes by meal type and course

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
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Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linney.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team (via Customer Services) to discuss your training needs.

Our customer service numbers are:

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GCE	0844 576 0025
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DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

Wider curriculum mapping

Study of the Edexcel BTEC Level 1 and Level 2 Awards in Home Cooking Skills give learners opportunities to develop an understanding of ethical, social and cultural issues as well as an awareness of environmental issues, and health and safety considerations.

Ethical, social and cultural issues

Learners will have to consider the ethical sourcing of food, by considering how food was farmed and buying food in season. Learners will have the opportunity to produce dishes from many different cultures. They will also look at social issues through consideration of passing on cooking knowledge and recipes to others.

Environmental issues

Learners will consider the sourcing of food, and will be encouraged to buy food in season.

Health and safety considerations

Health and safety is embedded within the units in this qualification. Learners will consider their own health and safety in the kitchen, how to identify risks and hazards and how to minimise those risks.

Annexe B

Mapping to Functional Skills

Level 1		
English – Speaking and listening	1	2
Take part in formal and informal discussions/exchanges	✓	✓
English – Reading		
Read and understand a range of texts	✓	✓
English – Writing		
Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience		

Level 2		
English – Speaking and listening	1	2
Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	✓	✓
English – Reading		
Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	✓	✓
English – Writing		
Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively		

Further copies of this publication are available from
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