



Delivery Guide

**NCFE Level 1 Certificate in Food and Cookery
Skills**

QN: 603/3909/3

Delivery and assessment plan

1. This plan is based on 2 year delivery. This will change with school timetables, festivals and holidays, training days, school events, study leave arrangements, when lessons occur etc.
2. This is only an example – centres may choose to deliver and assess units in a different order.
3. Guided Learning Hours (GLH) for each unit are 30 GLH.
4. The first External Quality Assurance visit by NCFE should take place after the first Internal Quality Assurance activities have taken place within the centre. This will provide support and guidance on your delivery and assessment. It's advisable that grading of each unit takes place as soon as the learner has completed the Internal Assessment Tasks. These will need to be Internally Quality Assured and grades uploaded to NCFE. All External Quality Assurance visits will need to be scheduled in advance with the External Quality Assurer to ensure availability.
5. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds and the additional evidence should then be assessed and internally quality assured in preparation for external quality assurance.

	Year 1						Year 2					
	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term
Unit 01				Assessment 1st attempt		Assessment 2nd attempt						
Unit 02							Assessment 1st attempt				Assessment 2nd attempt	
Unit 03				Assessment 1st attempt				Assessment 2nd attempt				
Unit 04										Assessment 1st attempt	Assessment 2nd attempt	

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and learning	Assessment	Quality assurance
Year 1 autumn term – 1st half term						
				Course induction (approx 3 weeks) – to be designed to suit the needs of the centre and based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the assessment criteria, the range and the grading descriptors. Learners should be introduced to basic practical skills including the necessary organisation skills when preparing and cooking food and the implementation of safe and hygienic practices.		The induction may contribute to Level 1/2 entry decisions.
				Begin delivering (ie teaching and learning) Unit 01 Preparing to cook.		
Year 1 autumn term – 2nd half term						
				1. Unit 01 delivery cont'd (practical). 2. Begin delivering (ie teaching and learning) Unit 03 Exploring balanced diets.	Begin internal assessment of Unit 01 practical work.	
Year 1 spring term – 1st half term						

			<ol style="list-style-type: none">1. Unit 01 delivery cont'd (practical).2. Unit 03 delivery cont'd.	Internal assessment of Unit 01 practical work cont'd.	
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Unit 01	Unit 02	Unit 03	Unit 04	Teaching and learning	Assessment	Quality assurance
Year 1 spring term – 2nd half term						
				Unit 03 delivery cont'd.	<ol style="list-style-type: none"> 1. Complete Unit 01 internal assessment tasks (first attempt). 2. Internal assessment of Unit 01 internal assessment tasks. 	
Year 1 summer term – 1st half term						
				Begin delivering (ie teaching and learning) Unit 02 Understanding food.	Begin internal assessment of Unit 02 practical work.	<ol style="list-style-type: none"> 1. Internal quality assurance of Unit 01 and submission of grades. 2. First external quality assurance visit for Unit 01. Banking or rejection and resubmission of grades (first attempt).
Year 1 summer term – 2nd half term						
				Unit 02 delivery cont'd.	<ol style="list-style-type: none"> 1. Internal assessment of Unit 02 practical work cont'd. 2. Rework Unit 01 internal assessment tasks if required (second attempt). 3. Internal assessment of re-worked Unit 01 if required. 	Internal quality assurance of re-worked Unit 01 and submission of grades if required (second attempt).

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and learning	Assessment	Quality assurance
Year 2 autumn term – 1st half term						
				Revision of Unit 03 if required.	1. Internal assessment of Unit 02 practical work cont'd. 2. Complete Unit 02 internal assessment tasks (first attempt).	
Year 2 autumn term – 2nd half term						
				1. Begin delivering (ie teaching and learning) Unit 04 Plan and produce dishes in response to a brief.	1. Internal assessment of Unit 02 practical work cont'd. 2. Internal assessment of Unit 02 internal assessment tasks.	Internal quality assurance of Unit 02 and submission of grades.
Year 2 spring term – 1st half term						
					Unit 04 internal assessment tasks (first attempt).	

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and learning	Assessment	Quality assurance
Year 2 spring term – 2nd half term						
					<ol style="list-style-type: none"> 1. Unit 04 internal assessment tasks cont'd. 2. Internal assessment of Unit 04 practical work (to meet brief). 3. Internal assessment of Unit 04 internal assessment tasks. 	<ol style="list-style-type: none"> 1. Internal quality assurance of Unit 04 and submission of grades. 2. Second external quality assurance visit for Unit 02 (first attempt) and Unit 04 (first attempt) plus any re-worked Unit 01 (second attempt). Banking or rejection and resubmission of grades. This might take place before or after Easter.
Year 2 summer term – 1st half term						
					<ol style="list-style-type: none"> 1. Re-work of Unit 02 internal assessment tasks if required (second attempt). 2. Re-work of Unit 04 internal assessment tasks if required (second attempt). 3. Internal assessment of re-worked Unit 02 internal assessment tasks and re-worked Unit 04 internal assessment tasks if required. 	<ol style="list-style-type: none"> 1. Internal quality assurance of re-worked Unit 02 and re-worked Unit 04 and submission of grades, if required. 2. External quality assurance of re-worked Unit 02 (second attempt) and re-worked Unit 04 (second attempt), if required. Banking or rejection and resubmission of grades if required (additional visit charged).
End of delivery						

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)

- It should be read alongside the Sample Delivery and Assessment Plan.
- Internal Sample Assessment tasks to support this Scheme of Work are available on the website.
- It's designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, Teacher and learners.
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school policy.

This Scheme of Work is based on delivery over 2 years.

Unit 01 Preparing to cook (H/506/7550)

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Year 1 autumn term – 1st half term (also course induction)				
Unit 01	<p>1.1 Identify potential hazards and risks in the cooking environment</p> <p>1.2 Demonstrate safe and hygienic working practices to prepare self for cooking</p> <p>1.3 Demonstrate safe and hygienic working practices to prepare the cooking environment</p> <p>2.2 Use equipment and utensils safely</p> <p>2.3 Demonstrate safe cleaning of equipment and utensils</p> <p>2.4 Demonstrate safe storage of equipment and utensils</p> <p>3.1 Select the correct ingredients for given recipes</p> <p>3.2 Demonstrate how to prepare ingredients for cooking</p> <p>3.3 Demonstrate the safe storage of ingredients</p> <p>4.3 Demonstrate skills for cooking</p>	<p>Introduction to Unit 01 content and assessment (course induction will depend on the previous experience of the learners, the facilities and approach of the centre, and will give a foundation to Unit 01).</p> <p>Practical 1 – grilled cheese on toast including safe and hygienic working practice, using, cleaning and storing knives, chopping boards, graters, grill pans etc. Skills including chopping, grating, and grilling.</p>	<p>Assessment criteria 1.1–1.3, 2.2–2.4, 3.1–3.3, 4.3 apply to all practical sessions for this unit. It is unlikely that Practical 1 will be used to generate evidence of achievement of the assessment criteria; at this stage there will be a lot of support and guidance.</p>	<p>Although a minimum of 8 practicals are required for the unit they do not all have to be evidenced by the learner – see qualification specification.</p> <p>There must be sufficient evidence for 1.1–1.3, 2.2–2.4, 3.1–3.3, 4.3 in the portfolio and this must enable grading decisions to be made.</p> <p>Teachers may prefer to use the earlier practicals as practice; they may also decide to assess certain assessment criteria during different practical sessions.</p> <p>Assessment decisions based on practical work</p>

	<p>2.1 Identify cooking equipment and utensils 4.2 Give examples of the uses of cooking skills</p>	<p>How to plan a practical – guide through the use of a basic planning sheet for the next recipe, winter vegetable soup (this one will not be used as evidence; it is to teach the learners how to plan).</p>	<p>It is unlikely that the planning of Practical 2 will be used to generate evidence of achievement of the assessment criteria; at this stage there will be a lot of support and guidance.</p>	<p>should be internally quality assured.</p>
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 01	1.1 Identify potential hazards and risks in the cooking environment	<p>Spot the hazard sheets – identify hygiene and safety hazards and risks (range – potential hazards and risks: food safety hazards eg contamination by bacteria, risks eg poor hygiene; and personal safety hazards eg incorrect use of knives, risks eg cuts) in a diagram of a cooking environment (domestic or catering).</p> <p>Visit to a school canteen, catering kitchen, food production factory to carry out a risk assessment, supported by organisation staff and using appropriate documentation. The risk assessment will identify potential risks and hazards.</p>		<p>This and other delivery activities do not generate evidence of achievement of the assessment criteria; they are teaching and learning activities. The internal assessment tasks should be discrete (see below).</p>
Unit 01	<p>1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practical.</p>	<p>Practical 2 – winter vegetable soup including safe and hygienic working practice, using, cleaning and storing knives, peelers, chopping boards, kettle, boiling pans etc. Skills including</p>	<p>It is unlikely that Practical 2 will be used to generate evidence of achievement of the assessment criteria at this</p>	

	2.1 4.2 as previous Unit 01 practical planning.	measuring, peeling, chopping, sautéing, boiling, simmering. Planning of next practical – fruit crumble (it is unlikely that this one will be used as evidence; it is to allow the learners to practise their planning).	stage as learners will still need a lot of guidance.	
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 01	<p>2.1 Identify cooking equipment and utensils</p> <p>4.1 Outline cooking skills</p> <p>4.2 Give examples of the uses of cooking skills</p>	<p>Quiz – in groups identify a selection of equipment and utensils (actual or images) and uses.</p> <p>Individual work – completion of a chart to name the cooking equipment and utensils and give the uses of each. Research into how each piece would be used, cleaned and stored to form a reference for future use.</p> <p>Class discussion – think back to the last practical. Which cooking skills did you use?</p> <p>Group task – produce a thought shower to show other cooking skills we have used in our practicals so far. Add any more that you can think of.</p> <p>Individual task – research 5 different cooking skills (range – cooking skills: eg weighing, measuring, peeling, chopping, creaming, rubbing in, simmering, boiling, baking, stir-frying, grilling, shallow-frying, and microwaving) to find out which dishes each can be used for, how to carry out each effectively, and safety points related to each. Record your findings</p>		

		clearly to form a reference for future use and contribute your ideas to a class discussion.		
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Year 1 autumn term – 2nd half term (also Unit 03)				
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals. 2.1 4.2 as previous Unit 01 practical planning.	Practical 3 – fruit crumble including safe and hygienic working practice, using, cleaning and storing knives, peeler, corer, chopping board, mixing bowl, scales etc. Skills including weighing, peeling, chopping, rubbing in and baking. Planning of next practical – Spanish omelette.	This and subsequent practical planning can be used as evidence of 2.1 and 4.2.	It is unlikely that Practical 3 will be used to generate evidence of achievement of the assessment criteria at this stage as learners will still need guidance.
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals. 2.1 4.2 as previous Unit 01 practical planning.	Practical 4 – Spanish omelette including safe and hygienic working practice, using, cleaning and storing knives, chopping boards, boiling pan, omelette pan, etc. Skills including measuring, peeling, chopping, simmering, boiling, shallow-frying etc. Planning of next practical – risotto.	Internal assessment of practical. This can be used as evidence of 2.1 and 4.2.	It is likely that Practical 4 and subsequent practicals will be used to generate evidence of achievement of the assessment criteria. Learners will still work under supervision and the amount of support and guidance received will be reflected in the grading and should be noted by the Teacher.

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals. 2.1 4.2 as previous Unit 01 practical planning.	Practical 5 – risotto including safe and hygienic working practice, using, cleaning and storing knives, chopping board, boiling pan, grater etc. Skills – weighing, measuring, peeling, chopping, sautéing, simmering, boiling etc. Planning of next practical – pasta salad.	Internal assessment of practical as above. This can be used as evidence of 2.1 and 4.2.	
Year 1 spring term – 1st half term (also Unit 03)				
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals. 2.1 4.2 as previous Unit 01 practical planning.	Practical 6 – pasta salad including safe and hygienic working practice, using, cleaning and storing knives, chopping boards, boiling pan, colander, grater etc. Skills including weighing, measuring, peeling, chopping, sautéing, simmering, boiling etc. Planning of next practical – sandwich cake.	Internal assessment of practical as above. This can be used as evidence of 2.1 and 4.2.	

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals. 2.1 4.2 As previous Unit 01 practical planning.	Practical 7 – sandwich cake including safe and hygienic working practice, using, cleaning and storing scales, mixing bowls, hand-held mixer or wooden spoon, sandwich cake tins etc. Skills including weighing, measuring, creaming, beating, folding, baking etc. Planning of next practical – chilli con carne (or bean) with rice.	Internal assessment of practical as above. This can be used as evidence of 2.1 and 4.2.	
Year 1 spring term – 2nd half term (also Unit 03)				
Unit 01	1.1–1.3 2.2–2.4 3.1–3.3 4.3 as previous Unit 01 practicals.	Practical 8 – chilli con carne (or bean) with rice including safe and hygienic working practice, using, cleaning and storing knives, chopping board, boiling pans, kettle, wooden spoon etc. Skills including measuring, peeling, chopping, sautéing, simmering, boiling etc.	Internal assessment of practical as above.	Evidence of achievements over a number of practicals (eg practical planning sheets, annotated recipes, annotated photographic evidence and Assessor observation sheets) will need to be added to the portfolio of evidence before the internal assessment of Unit 01 takes place.

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 01	1.1 Identify potential hazards and risks in the cooking environment 4.1 Outline cooking skills	Introduction to Unit 01 internal assessment tasks (the NCFE sample internal assessment tasks September 2015 are used here).	Unit 01 internal assessment Tasks 1 and 2 (Task 3 - planning of practical work and Task 4 - practical work. These are integrated into the teaching and learning activities). Unit 01 internal assessment (first attempt).	NB: where words and phrases appear in bold these indicate a range statement. A range statement is an explanation of technical terms and the depth and breadth of coverage of the unit. These appear at the end of each unit in the qualification specification. Use the sample internal assessment tasks on QualHubor write your own. An Assessment Checking Service is available on the NCFE website Internal assessment of Unit 01 to be followed by internal quality assurance and submission of grades to NCFE. Then first visit by NCFE External Quality Assurer.

		Individual work – completion of blank Eatwell Guide with the main food groups, approximate amounts and examples of foods from each group for future reference.		The Eatwell Guide replaced the Eatwell Plate in 2016 and should be used by learners working on Unit 02.
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>3.2 Use the ingredients to make given dishes</p> <p>3.3 Review the completed dishes.</p>	<p>Practical 1 – pasta dish with sauce (as above).</p> <p>Review of Practical 1. Teacher input – how to review your practical work for given dish types and how to record this. Practise this, with support, for Practical 1 – pasta dish.</p>	<p>This first practical will not be assessed as evidence for 3.1, 3.2 or 3.3 due to the support received.</p>	
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>1.1 Identify the main food groups</p> <p>1.2 Give examples of foods from different sources</p>	<p>Planning of Practical 2 – pastry dish, eg home-made or frozen shortcrust pastry to make small pies with a home-made or ready-made filling. Following discussion and possible demonstration and/or tasting, learners make their choice and record.</p> <p>Teacher-led discussion of Eatwell Guide – revisiting previous activity. Discussion of sources and examples for each main food group.</p> <p>Group activity – true or false quiz on Eatwell Guide. Self-assessment.</p> <p>Individual activity – worksheet on Eatwell Guide. Self-assessment with any corrections needed; retained for future reference.</p>	<p>This may not be assessed as evidence for 3.1 due to the support received.</p>	

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	3.1 Select ingredients for given dishes 3.2 Use the ingredients to make given dishes 3.3 Review the completed dishes	<p>Practical 2 – pastry dish (as above).</p> <p>Review of Practical 2. Teacher input – reminders about how to review your practical work for given dish types and how to record this.</p> <p>Individual activity – review of Practical 2 – pastry dish, with support and guidance.</p>	This may not be assessed as evidence for 3.1, 3.2 and/or 3.3 due to the support received.	
Unit 02	3.1 Select ingredients for given dishes	Planning of Practical 3 – meat (or meat substitute) dish eg shepherd’s pie with minced lamb, beef, turkey or Quorn or cottage pie with minced lamb, beef, turkey or Quorn. Following discussion and possible demonstration/tasting, learners make their choice and record this.	This and some of the subsequent dishes planned will be assessed as evidence for 3.1.	
Unit 02	3.1 Select ingredients for given dishes 3.2 Use the ingredients to make given dishes 3.3 Review the completed dishes	<p>Practical 3 – meat (or meat substitute) dish (as above).</p> <p>*Review of Practical 3 – as before.</p>	This and some of the subsequent dishes planned, cooked and reviewed will be assessed as evidence for 3.1, 3.2 and 3.3.	It is likely that Practical 3 and some of the subsequent practicals will be used to generate evidence of achievement of assessment criteria 3.1, 3.2 and 3.3. Learners will still work under supervision and the amount of support and guidance received will be reflected in the grading and

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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>1.3 Give examples of how seasons affect food availability</p>	<p>Planning of Practical 4 – vegetarian dish, eg vegetarian stir fry – with a choice of vegetables and choice of sauce, eg barbecue, sweet and sour. Following discussion and possible demonstration/tasting, learners make their choice and record this.</p> <p>Teacher-led discussion of the topic of seasonality using a PowerPoint or video.</p> <p>Class divided into 4 groups, each given one season – to collect or draw pictures of foods in season at each time of the year and all contribute to large collage for display on the wall for future reference.</p> <p>Individual activity – worksheet on the meaning of seasonal food and how seasons affect food availability. Retained for future reference.</p>		
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>3.2 Use the ingredients to make given dishes</p> <p>3.3 Review the completed dishes</p>	<p>Practical 4 – vegetarian dish (as above)</p> <p>*Review of Practical 4 – as before.</p>		

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>2.1 Outline factors affecting food choices</p>	<p>Planning of Practical 5 – dish with rice, eg curry with rice with a choice of minced beef, chicken or vegetables and white or brown rice. Following discussion and possible demonstration/tasting, learners make their choice and record this.</p> <p>Group activity – in small groups learners identify what affects the foods that people choose to eat and produce a thought shower on this. Each group then contributes their ideas to a class discussion and the Teacher records this on the white board. Teacher input on the meaning of social, environmental, cost and sensory factors – learners identify examples of each from the board.</p> <p>Individual activity – to transfer examples of the different factors identified onto a chart to show examples of social, environmental, cost and sensory factors. To be retained for future reference.</p>		
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>3.2 Use the ingredients to make given dishes</p>	<p>Practical 5 – dish with rice (as above)</p> <p>*Review of Practical 5 – as before.</p>		

	3.3 Review the completed dishes			
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>1.1 Identify the main food groups</p> <p>1.2 Give examples of foods from different sources</p> <p>1.3 Give examples of how seasons affect food availability</p> <p>2.1 Outline factors affecting food choices</p>	<p>Planning of Practical 6 – fruit dish, eg fruit pie, upside down pudding, fruit cheesecake with fresh, tinned or frozen fruit. Following discussion and possible demonstration/tasting, learners make their choice and record this.</p> <p>Introduction to Unit 02 internal assessment tasks.</p>	<p>Unit 02 internal assessment Tasks 1, 2 and 3 (Task 4 - practical work – planning, cooking and reviewing. These are integrated into the teaching and learning activities).</p>	<p>Use the sample internal assessment tasks on QualHub or write your own.</p> <p>An Assessment Checking Service is available on the NCFE website.</p>
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>3.2 Use the ingredients to make given dishes</p> <p>3.3 Review the completed dishes</p>	<p>Practical 6 – fruit dish (as above)</p> <p>*Review of Practical 6 – as before.</p>		
Unit 02	<p>3.1 Select ingredients for given dishes</p> <p>1.1 Identify the main food groups</p>	<p>Planning of Practical 7 – savoury dish – explanation and examples of meaning of savoury as opposed to sweet. Own choice of dish and recipe, with support and guidance; learners make their choice and record this.</p>	<p>Unit 02 internal assessment Task 1, 2 and 3 cont'd. (Task 4 - practical work – planning,</p>	<p>By this stage some of the learners may be more able to select a recipe to make (as preparation for Unit 04), with support and guidance rather than the Teacher supplying a small selection.</p>

	2.1 Outline factors affecting food choices		teaching and learning activities.)	observation sheets will need to be added to the portfolio of evidence before the internal assessment of Unit 02 takes place.
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 02	3.1 Select ingredients for given dishes 3.2 Use the ingredients to make given dishes 3.3 Review the completed dishes	Practical 8 – sweet dish (as above). *Review of Practical 8 – as before.	Unit 02 internal assessment (first attempt) continued. Internal assessment of Unit 02 to be followed by internal quality assurance and submission of grades to NCFE.	Evidence of achievements over a number of previous practicals, eg practical planning sheets, annotated recipes, annotated photographic evidence and Assessor observation sheets will need to be added to the portfolio of evidence before the internal assessment of Unit 02 takes place.

Unit 03 Exploring balanced diets (M/506/7552)

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Year 1 autumn term – 2nd half term (also Unit 01)				
Unit 03	<p>1.1 Define what is meant by a balanced diet</p> <p>1.4 Give examples of ways that a balanced diet can contribute to staying healthy</p>	<p>Introduction to Unit 03 content and assessment.</p> <p>Group work – thought shower – what does the term balanced diet mean? Each group feeds in to a class thought shower; Teacher gives a summary and individual learners record this for future reference.</p> <p>Teacher input, eg by use of a PowerPoint or video clip: How can a balanced diet help us to stay healthy? Reference back to Eatwell Guide (Unit 02) and food groups – why we need to follow the Eatwell Guide.</p> <p>Individual work – produce a booklet for your local Health Centre to hand out to explain to people what the Eatwell Guide is and how following it will keep people healthy.</p>	<p>Assessment of delivery tasks will be by the Teacher and will follow centre policy. Teacher assessment and feedback are advised as indicated.</p>	<p>The Eatwell Guide replaced the Eatwell Plate in 2016 and should be used by learners working on Unit 03. See the scheme of work for Unit 02 above for further information.</p>

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	<p>1.1 Define what is meant by a balanced diet</p> <p>1.4 Give examples of ways that a balanced diet can contribute to staying healthy</p>	<p>Teacher input, eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 1.1 and 1.4.</p>		
Unit 03	<p>1.2 Identify nutrients that make up a balanced diet</p> <p>1.3 Give examples of foods high in these nutrients</p>	<p>Teacher introduction to a definition and the names of the nutrients, eg by use of a PowerPoint presentation – protein, carbohydrates, fat, vitamins and minerals. Stress that water is also vital but is not a nutrient; also dietary fibre – a type of carbohydrate that is not considered to be a nutrient because it is not digested but is vital in a balanced diet for waste removal.</p> <p>Group activity – divide the class into 5 groups. Each group researches one of the nutrients to find out what the main functions are and some good sources of it in a balanced diet. Each group produces a short PowerPoint presentation to show their main points clearly. If computers are not available each group could produce a large poster for the wall.</p>		

		Each group shows their PowerPoint to the class in turn and individual learners complete a summary chart for their future reference.		
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	1.2 Identify nutrients that make up a balanced diet 1.3 Give examples of foods high in these nutrients	<p>Card sort activity – nutrients (sources and functions) to revisit previous learning.</p> <p>Individual work – design and produce a revision poster on the topic of nutrients and to show definition, names and sources of the 5 nutrients to use for future reference.</p> <p>Quiz – individuals complete a nutrient quiz to check their understanding (self-marked and corrected).</p> <p>Teacher input – eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 1.2 and 1.3.</p>	Teacher assessment and feedback are advised.	
Unit 03	2.1 Outline the meaning of RI/GDA	Pair work – look back at your earlier work on the Eatwell Guide and other research materials to find out what reference intakes (RI) are and what the		RI have replaced guideline daily amount (GDA). Nutrition advisers and most food manufacturers are now using RI.

		<p>amounts are for the main nutrients. Feed back to class discussion.</p> <p>Teacher summarises the meaning of RI and how they can be used to encourage healthy eating.</p> <p>Individual activity – record an outline of RI with examples for future reference.</p>		
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	2.2 Outline how food labels can inform healthy eating for different groups of people	<p>Display of food packages – learners take one package and identify the information on it that would help people to eat healthily. Teacher-led discussion – what this information is, how is it shown, how does this help us?</p> <p>Teacher input, eg using a video or PowerPoint – current food labelling regulations relating to nutritional information – RI – reminder what this is, ‘traffic-light system’ and meaning of red, amber and green in relation to RI, use of the percentages. Other ways in which nutritional information may be shown on packages, serving/portion sizes.</p> <p>Individual activity – take another package and explain the meaning of information that would help people to eat more healthily to another learner.</p> <p>Teacher input – allergen advice and labels – allergens that must be shown and how they have to be shown under food labelling regulations. Learners find a package that shows allergy advice.</p> <p>Individual activity – use reference materials on food labels (including</p>		Food Information Regulations 2014.

		allergen advice) to produce a leaflet suitable for handing out in a supermarket to explain this to customers. Peer assessment of leaflets against criteria set by the Teacher.		
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	2.1 Outline the meaning of RI/GDA 2.2 Outline how food labels can inform healthy eating for different groups of people	Teacher input, eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 2.1 and 2.2.	Teacher assessment and feedback are advised.	
Unit 03	3.1 Identify healthy and less healthy features of a given recipe 3.2 Give examples of how a given recipe could be changed to make it healthier	Pair activity – each pair is given a recipe sheet (a recipe that the class has cooked) – they should highlight the healthy features of the recipe in green and the less healthy features in red (pair example). Teacher input, eg using a PowerPoint – show each recipe and take feedback from each pair. Teacher shows another recipe (Teacher example). Individuals identify the healthy and less healthy features as before on a paper copy. Self-assessed against the Teacher copy. Then note how the recipe could be changed to make it healthier – Teacher question and answer session – what would be changed and why.		

		Pair activity – back to the pair example – what would they change to make it healthier and why? Feedback to class from each pair with Teacher comments.		
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SAMPLE

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	3.1 Identify healthy and less healthy features of a given recipe 3.2 Give examples of how a given recipe could be changed to make it healthier	Teacher recap of previous work on assessment criteria 3.1 and 3.2. Individual activity – choose a recipe (from any source available) – identify the healthy and less healthy features of the recipe and suggest changes to make it healthier. Explain this to another learner. Teacher gives individual support. Teacher input, eg using a PowerPoint. Also discuss the grading descriptors for assessment criteria 2.1 and 2.2.	Teacher assessment and feedback are advised.	
Unit 03	All assessment criteria for the unit (as shown above)	Variety of activities could include: <ul style="list-style-type: none"> • pair response – self-assessment • individual response – peer assessment • Teacher response – pairs assess and grade it then class discussion, individuals improve the response. 		

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 03	All assessment criteria for the unit (as shown above)	<p>Final revision – Teacher to go over any topics/tasks that have caused general difficulty, using earlier PowerPoints and other materials.</p> <p>Team quiz – in small groups, learners take 1 topic each and write 5 questions about that topic (with the correct answer). These are handed in, then the Teacher acts as questioner and each team responds to each question on an answer sheet – passed to the next team for marking at the end of each ‘round’.</p> <p>Individual activity – learners to select one or more topics and, using all of their reference materials, produce an individual mind map to show key points they need to know.</p>		

Unit 04 Plan and produce dishes in response to a brief (T/506/7553)

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Year 2 autumn term – 2nd half term				
Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief	<p>Introduction to Unit 04 content and assessment. Practical requirements of Unit 04 – discussion of assessment criteria and the evidence needed in the portfolio.</p> <p>Group activity – Look at a sample brief, eg (1):</p> <p><u>You are the Head Chef at a local hotel, which is a popular wedding venue. You have been asked to plan, test and evaluate the menu for a wedding in the summer.</u></p> <p>Produce a thought shower on a large sheet to show what the brief is asking you to do and all the other questions you would need to ask if this was your practical assessment (eg time available, budget, how many courses, dietary requirements) – display and feedback from groups. Leave on display for future reference.</p>		<p>In this unit learners are expected to design their own menu and select their own choices of recipes and ingredients without Teacher guidance.</p> <p>Practicals can be included to test, adapt and compare suitable recipes as time permits. The learners may practise their whole if time permits.</p> <p>The brief will be set by the Teacher (or use the sample internal assessment on the NCFE website) and must include a minimum of 2 dishes for the menu, which should be produced within approximately 2 hours and give the learner the opportunity to demonstrate</p>

		<p>Individual work – Task 1: Make a list of all the things you need to think about when you <u>assess the requirements of a set brief</u>. Retain for future reference.</p> <p>Class discussion – courses of a meal – starters, main courses, desserts. Suitability of 1-, 2- and 3-course meals for different occasions, situations and people.</p>		<p>a range of basic cooking skills.</p> <p>Assessment decisions based on practical work should be internally quality assured.</p>
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	<p>1.1 Identify the requirements of a set brief</p> <p>1.2 Identify a menu of dishes for the brief</p>	<p>Teacher recap of main points from last lesson.</p> <p>Group activity – class is divided into 3 groups; each has a large sheet of paper – starters, main courses, desserts. Group adds as many as they can think of to their sheet – eg dishes they have made at school, others they know of or eat, use of recipe books or restaurant menu cards for ideas. After 5 minutes they pass the sheet on and add to the next. Display of these and discussion. Leave on display for future reference.</p> <p>Individual work – use the sheets on display and record on a chart examples of dishes suitable as starters, main courses and desserts. Retain for future reference.</p>		

		<p>Teacher-led class discussion – choosing a menu to meet a set brief – what you need to think about – how many courses, variety, what goes with what, accompaniments, who it is for, situation, occasion, budget, time available and planning.</p> <p>Pair work – <u>identify a menu of dishes to meet the sample brief (1)</u> – present this in an attractive way then give feedback on what you chose and why to the rest of the class.</p>		
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes	<p>Recap by Teacher – practical requirements of Unit 04 – discussion of assessment criteria and the evidence.</p> <p>Question and answer session based on previous learning, eg what is a course? Name the different courses you might choose to eat. Give an example of a starter etc.</p> <p>Practice internal assessment task 1 – this will form the next practical. <u>You have invited 2 people aged 80 to visit you for lunch next week. Plan, cook and evaluate a 2-course meal for them.</u> <u>Your choice of dishes should be suitable for their age group, healthy to eat and should show a range of preparation and cooking skills.</u> <u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p> <p>Individual work with support – step by step:</p> <ul style="list-style-type: none"> • step 1 identify the requirements of the brief • step 2 choose a menu of suitable dishes • step 3 choose suitable recipes for these 		

		<ul style="list-style-type: none"> • step 4 draw up a plan of action for next practical. <p>Teacher input and class discussion – Why do we need to produce a plan of action for the practical session? How do we produce a plan of action (refer back to Unit 02)? What to include? What order? How to use time most effectively?</p>		
Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	<p>2.1 Demonstrate how to prepare themselves for cooking</p> <p>2.2 Demonstrate how to prepare the environment for cooking</p> <p>2.3 Demonstrate how to prepare ingredients</p> <p>2.4 Use ingredients to make dishes on the menu</p> <p>2.5 Demonstrate health and safety working practices throughout</p>	<p>Practical – Practice internal assessment Task 1 planned last week.</p> <p>Learners carry out self-assessment, with support, and record findings ready for review and evaluation next week. If time permits, peer assessment could be introduced.</p>		
Unit 04	<p>3.1 Identify the strengths and weaknesses of the chosen dishes on the menu</p> <p>3.2 Identify the strengths and weaknesses of the planning and preparation process</p> <p>3.3 Identify the strengths and weaknesses of the completed dishes</p>	<p>Teacher input and class discussion – what we need to do when we review our work in order to achieve the assessment criteria 3.1 to 3.3. Discuss strengths and weaknesses relating to the menu, planning and preparation and completed dishes.</p>		<p>Learners should be encouraged to present their work in any way they wish in order to encourage them to meet the requirements of the grading criteria. The provision of templates may limit their opportunity to do this although it is</p>

	<p>3.4 Give examples of how the brief has been met</p>	<p>Individual work with support – review of Practice internal assessment Task 1 – to assess the strengths and weaknesses of the menu, planning and preparation and completed dishes.</p> <p>Teacher input and class discussion – what we need to do when we give examples of how the brief has been met (assessment criterion 3.4).</p> <p>Individual work with support – give examples of how your practical work met the brief.</p>		<p>recognised that templates may help some learners with particular learning needs to access assessment.</p>
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	<p>1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes</p>	<p>Practice internal assessment Task 2 – this will form the next practical:</p> <p><u>2 adults are coming to visit your family and you have been asked to plan and make a healthy evening meal of 2 courses for them. Plan, cook and review the meal.</u> <u>Your choice of dishes should be suitable for the situation and should show a range of preparation and cooking skills.</u> <u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p>		

		<p>Individual work with support – this should be taken step by step.</p> <ul style="list-style-type: none"> • step 1 identify the requirements of the brief • step 2 choose a menu of suitable dishes • step 3 choose suitable recipes for these • step 4 draw up a plan of action for practical. 		
Unit 04		<p>Practical – Practice internal assessment Task 2 planned above.</p> <p>Learners carry out self-assessment and record findings ready for review next time. If time permits, peer assessment could be used.</p>		

Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	3.1 Identify the strengths and weaknesses of the chosen dishes on the menu 3.2 Identify the strengths and weaknesses of the planning and preparation process 3.3 Identify the strengths and weaknesses of the completed dishes 3.4 Give examples of how the brief has been met	Teacher input and class discussion – to revisit what we need to do when we review our work in order to achieve assessment criteria 3.1 to 3.4. Individual work with support – review of the Practice internal assessment Task 1 – to assess the strengths and weaknesses of the menu, planning and preparation and completed dishes, and to give examples of how your work met the brief.		
Year 2 spring term – 1st half term				
Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes		Internal assessment set for Unit 04 Individual work on the set brief: <u>The childcare class at your school/college is holding a party for children aged 5–6 years.</u> <u>They have asked you to plan, cook and serve at least 2 dishes for the party. Each dish should be suitable for children of this age group, healthy to eat and show a range of preparation and cooking skills.</u>	This scheme of work uses the format of the NCFE sample internal assessment tasks for Unit 04. Use the sample internal assessment tasks or write your own. An Assessment Checking Service is available on the NCFE website

			<p><u>You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.</u></p> <p>Learners are likely to be working on Task 1.</p>	
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes		<p>Internal assessment Unit 04</p> <p>Individual work</p> <p>Learners are likely to be carrying out practical work, eg testing of recipes, linked with Task 1.</p>	
Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes		<p>Internal assessment Unit 04</p> <p>Individual work</p> <p>Learners are likely to be working on Task 1 in this lesson. Further practical work, eg testing of recipes, linked with Task 1 could be taking place.</p>	

Unit 04	1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes		Internal assessment Unit 04 Individual work Learners are likely to be working on Task 1 in this lesson. Further practical work, eg testing of recipes, linked with Task 1 could be taking place. It is likely that the learners will complete their planning, ie Task 1, in this lesson.	
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Unit number	Assessment criteria	Teaching and learning activities	Assessment	Notes
Unit 04	2.1 Demonstrate how to prepare themselves for cooking 2.2 Demonstrate how to prepare the environment for cooking 2.3 Demonstrate how to prepare ingredients 2.4 Use ingredients to make dishes on the menu 2.5 Demonstrate health and safety working practices throughout		Unit 04 Internal assessment Practical Individual work The learners should complete Task 2, ie their practical work for the Unit 04 internal practical assessment tasks and sufficient assessment evidence should be gathered by the learner and the Teacher.	Learners will still work under supervision during their practical and the amount of support and guidance received will be reflected in the grading and should be noted by the Teacher. Evidence of achievements during the practical, eg annotated photographic evidence and Assessor observation sheet, will need to be added to the portfolio of evidence before the internal assessment of Unit 04 takes place.
Year 2 spring term – 2nd half term				
Unit 04	3.1 Identify the strengths and weaknesses of the chosen dishes on the menu 3.2 Identify the strengths and weaknesses of the planning and preparation process 3.3 Identify the strengths and weaknesses of the completed dishes		Individual work Learners should work on Task 3 then complete and submit their Unit 04 internal assessment tasks portfolio of evidence, followed by internal assessment and internal quality assurance.	

	3.4 Give examples of how the brief has been met			
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