

**all you need
to know.**

Qualification Specification

Level 2 Certificate in Food and Cookery
(601/4533/X)

Issue 9 April 2018

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Food and Cookery.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website www.ncfe.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Food and Cookery.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4533/X.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

The qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

Things you need to know

- Qualification number (QN): 601/4533/X
- Aim reference: 6014533X
- Total Qualification Time (TQT):185
- Guided learning hours (GLH): 120 plus 2 hours external assessment
- Level: 2
- 25% of the qualification's content is externally assessed
- Assessment requirements:
 - internally assessed and externally moderated portfolio of evidence
 - externally set and marked assignment

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Qualification purpose

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

This qualification aims to:

- focus on an applied study of the food and cookery occupational area
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability

- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- prepare and cook using basic skills
- understand food and its functions in the body and in recipes
- understand balanced diets and modification of recipes for health
- plan and produce dishes for a purpose.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- planning
- research skills
- communication
- problem-solving skills
- health and safety.

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14–16 in schools and colleges but is also accessible for learners post-16.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

Achieving this qualification

This qualification consists of:

Unit number and title	Mandatory/Optional	Assessment
Unit 01 Preparing to cook	Mandatory	Internally assessed portfolio of evidence
Unit 02 Understanding food	Mandatory	Internally assessed portfolio of evidence
Unit 03 Exploring balanced diets	Mandatory	Externally set and marked assessment paper
Unit 04 Plan and produce dishes in response to a brief	Mandatory	Internally assessed portfolio of evidence

To be awarded the NCFE Level 2 Certificate in Food and Cookery, learners are required to successfully complete **4** mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 29).

To achieve the NCFE Level 2 Certificate in Food and Cookery, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.

If a minimum of a Pass is not achieved in one or more of the assessment criteria, the learner will receive a grade of 'Not Yet Achieved' for the unit. If a learner does not achieve a minimum of a Pass in all units, they will receive a grade of 'Not Yet Achieved' for the overall qualification.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 24).

Progression opportunities

Learners could progress to this qualification from:

- other V Cert qualifications:
 - NCFE Level 1 Certificate in Food and Cookery

Learners who achieve this V Cert qualification could progress onto further Level 3 qualifications and A levels, such as:

- Advanced GCE in Design and Technology: Food Technology
- Advanced GCE in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies

It may also be useful to those studying qualifications in the following sectors:

- Catering
- Hospitality
- Food Technology

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational

end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all the assessment criteria. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to food and cookery.

These might typically include (as available within centres):

- Food for a PC
- The Nutrition Program.

Support for learners

Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers to reach a judgement on the overall unit grade.

They can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Assessment and Moderation Handbook for Schools

This guide describes the moderation process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments – V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on our website at www.ncfe.org.uk.

Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- <http://www.royalacademyofculinaryarts.org.uk>
- <http://www.focusonfood.org/>
- <http://www.foodafactoflife.org.uk/>
- <http://www.letsgetcooking.org.uk/>
- <http://www.childrensfoodtrust.org.uk/>
- <http://www.schoolfoodplan.com/>
- <http://www.nhs.uk/Change4Life/Pages/healthy-eating.aspx>
- <http://www.cookingindex.com/>
- <http://www.eattheseasons.co.uk/>
- <http://www.food.gov.uk/>
- <http://www.healthystart.nhs.uk/>
- <http://meatandeducation.redmeatinfo.com/>
- <http://www.tasteofhome.com/>
- <http://www.soilassociation.org/>

- <http://www.recipes.vegsoc.org/>

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 6 (page 58) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 6 (page 58).

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Certificate in Food and Cookery has been mapped against the relevant People 1st standards. More detailed mapping is provided in Section 7 (page 61).

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website <http://register.ofqual.gov.uk/> for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- <http://www.bbc.co.uk/careers/work-experience/>
 - <http://www.creativeskillset.org/careers/advisors/faq/>
 - <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>
-

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may

benefit from some work-specific enhancements. For more information please go to our website www.ncfe.org.uk.

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the NCFE Level 2 Certificate in Food and Cookery consists of 2 types of assessment:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE
- external assessment – external assessment paper. This will be graded by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a unit, this applies to both internal and external assessments. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 29).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Presenting evidence

Written evidence

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the assessment criteria must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Moderator for advice prior to using it. If, on your moderation visit, your External Moderator identifies that a word frame/template has been used which gives learners an advantage in achieving the assessment criteria, then the evidence will not be accepted and the unit grade may be rejected.

Recorded evidence

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group the Examiner/Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our Examiners and Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times, or the ongoing numbered record of the recorded evidence so that the Examiner/Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Examiner/Moderator to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence starts: 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

Venue: School hall

Audience: Teachers, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left-hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row, 3rd from left)

Jane Pattison (blond hair, back row, 5th from left)

Michael Davies (brown hair, front row, 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our website www.ncfe.org.uk for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected the centre must resubmit the grades discussed and agreed with the External Moderator at the moderation visit. The External Moderator will then accept these new grades in line with their discussion. This will count as the learner's first submission for the unit. The work must then be standardised within the centre to ensure Assessors and Internal Moderators are clear on the standard required.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to resubmit grades as agreed at the Moderation visit.

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on Unit 03 of the qualification.

Learners must be taught the unit content prior to sitting the external assessment

The external assessment should be independent from the teaching of the unit. Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment is administered under specified assessment conditions and will last for 2 hours.

There will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs.

The tasks must not be altered in any way by the centre.

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our website www.ncfe.org.uk for the specific dates.

Centres are free to choose the specific assessment date which best fits in with their delivery model.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Centre Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.

The external assessment material will be sent out in time for assessment date. The material must be kept secure at all times throughout the assessment period.

You must return all learner work and associated paperwork to NCFE one working day after the chosen external assessment date. The last date that NCFE will accept learner work for a specified assessment date is the next working day. Please refer to the assessment arrangements document on our website www.ncfe.org.uk for the specific dates.

Learners are entitled to one resit, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the Regulations for the Conduct of External Assessments – V Certs, available from our website www.ncfe.org.uk, or contact the Quality Assurance team on 0191 239 8000.

Moderation

Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website www.ncfe.org.uk.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

Section 3

Grading

Grading

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve that unit. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement, see Section 8 (page 63).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

Grading the external assessment

NCFE will assess and award the learner's external assessment grade using grading descriptors similar to those used for other units.

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' high standard of knowledge, understanding and skill at Level 2.

Learners are required to successfully achieve **4** mandatory units. This equates to **4** grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M

M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

Not Yet Achieved
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

Overall qualification grading descriptors (cont'd)

Distinction
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
Distinction*
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

Section 4

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- an indication of how the unit is assessed.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- range (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulators' regulated unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Preparing to cook (D/506/5036)

This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit 02 Understanding food (H/506/5037)

This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit 03 Exploring balanced diets (K/506/5038)

Learners will understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating. Learners will understand how to change recipes to make them healthier.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **externally** assessed

Unit summaries (cont'd)

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit 01 Preparing to cook (D/506/5036)

The learner will:

- 1 Understand how to prepare self and the environment for cooking

The learner can:

- 1.1 Describe safe and hygienic working practices to prepare self for cooking
 - 1.2 Describe safe and hygienic working practices to prepare the **cooking environment**
 - 1.3 Assess **potential risks and hazards** in the cooking environment
-

The learner will:

- 2 Understand how to prepare and store equipment and utensils for cooking

The learner can:

- 2.1 Describe the uses of cooking equipment and utensils
 - 2.2 Describe how to prepare equipment and utensils for cooking
 - 2.3 Describe safe cleaning and storage of equipment and utensils
-

The learner will:

- 3 Understand recipes for cooking

The learner can:

- 3.1 Describe the purpose of a recipe
 - 3.2 Identify the **stages** of a recipe
 - 3.3 Describe the **purpose** of different ingredients in a recipe
 - 3.4 Describe **cooking skills**
-

Unit 01 Preparing to cook (D/506/5036) (cont'd)

The learner will:

- 4 Be able to use skills for food preparation and cooking

The learner can:

- 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking
 - 4.2 Demonstrate how to follow recipes
 - 4.3 Demonstrate **cooking skills**
 - 4.4 Demonstrate safe use of equipment and utensils
 - 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils
-

Range

- 1.2 **Cooking environment:** eg home, school, catering kitchen, food production factory
 - 1.3 **Potential risks and hazards:** food safety eg bacteria and personal hygiene. Hazard safety eg cuts, burns, scalds, slips, trips and falls
 - 3.2 **Stages:** eg ingredients, preparation, method, timings
 - 3.3 **Purpose:** eg aeration, thickening, shortening, aesthetics, taste
 - 3.4, 4.3 **Cooking skills:** in addition to basic skills the following could be evidenced eg roasting, steaming, poaching, sautéing, stewing, casserole, sauce making
-

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment guidance

Types of evidence: learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, observation checklist, annotated recipes, learner-completed risk assessments, recipes, tasting review notes

Assessment criteria: 1.1–4.5

Additional information: the Teacher could provide recipes for the learner or these may be supplied by the learner. This can be the same recipe for the full group but each learner must provide evidence of how they've met the assessment criteria.

It's expected that learners will have the opportunity to demonstrate their practical skills across a minimum of 6 dishes during the course of the unit and the evidence provided must be from a range of the dishes produced.

Photographs used as evidence must be annotated and be clearly labelled and attributed to the learner. If a checklist is used, it could cover the whole practical experience across the unit. It's not necessary to have a checklist from every practical session.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 01 Preparing to cook (D/506/5036)

Assessment criteria	Pass	Merit	Distinction
1.1 Describe safe and hygienic working practices to prepare self for cooking	Learners will describe safe and hygienic working practices to prepare self for cooking	Learners will clearly describe safe and hygienic working practices to prepare self for cooking	Learners will perceptively describe safe and hygienic working practices to prepare self for cooking
1.2 Describe safe and hygienic working practices to prepare the cooking environment	Learners will describe safe and hygienic working practices to prepare the cooking environment	Learners will clearly describe safe and hygienic working practices to prepare the cooking environment	Learners will perceptively describe safe and hygienic working practices to prepare the cooking environment
1.3 Assess potential risks and hazards in the cooking environment	Learners will assess potential risks and hazards in the cooking environment	Learners will clearly assess potential risks and hazards in the cooking environment	Learners will perceptively assess potential risks and hazards in the cooking environment
2.1 Describe the uses of cooking equipment and utensils	Learners will describe the uses of cooking equipment and utensils	Learners will describe in detail the uses of cooking equipment and utensils	Learners will comprehensively describe the uses of cooking equipment and utensils
2.2 Describe how to prepare equipment and utensils for cooking	Learners will describe how to prepare equipment and utensils for cooking	Learners will describe in detail how to prepare equipment and utensils for cooking	Learners will comprehensively describe how to prepare equipment and utensils for cooking

Grading descriptors – Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Describe safe cleaning and storage of equipment and utensils	Learners will describe safe cleaning and storage of equipment and utensils	Learners will describe in detail safe cleaning and storage of equipment and utensils	Learners will comprehensively describe safe cleaning and storage of equipment and utensils
3.1 Describe the purpose of a recipe	Learners will describe the purpose of a recipe	Learners will describe in detail the purpose of a recipe	No Distinction for this AC
3.2 Identify the stages of a recipe	Learners will identify the stages of a recipe	No Merit for this AC	No Distinction for this AC
3.3 Describe the purpose of different ingredients in a recipe	Learners will describe the purpose of different ingredients in a recipe	Learners will describe in detail the purpose of different ingredients in a recipe	Learners will comprehensively describe the purpose of different ingredients in a recipe
3.4 Describe cooking skills	Learners will describe cooking skills	Learners will describe cooking skills in detail	Learners will comprehensively describe cooking skills

Grading descriptors – Unit 01 Preparing to cook (D/506/5036) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking	Learners will demonstrate safe and hygienic working practices to prepare self and environment for cooking	No Merit for this AC	No Distinction for this AC
4.2 Demonstrate how to follow recipes	Learners will demonstrate how to follow recipes	Learners will confidently demonstrate how to follow recipes	Learners will skilfully demonstrate how to follow recipes
4.3 Demonstrate cooking skills	Learners will demonstrate cooking skills	Learners will confidently demonstrate cooking skills	Learners will skilfully demonstrate cooking skills
4.4 Demonstrate safe use of equipment and utensils	Learners will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	Learners will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC

Unit 02 Understanding food (H/506/5037)

The learner will:

- 1 Understand the sources of food

The learner can:

- 1.1 Describe the **main food groups**
 - 1.2 Describe **sources** of foods from each main food group
 - 1.3 Explain how seasons affect food availability
-

The learner will:

- 2 Understand factors affecting food choices

The learner can:

- 2.1 Describe how **social factors** affect food choices
 - 2.2 Describe how **environmental factors** affect food choices
 - 2.3 Describe how **cost factors** affect food choices
 - 2.4 Describe how **sensory factors** affect food choices
-

The learner will:

- 3 Be able to make informed choices when using food for cooking

The learner can:

- 3.1 Compare ingredients to inform choice of recipes for **given dishes**
 - 3.2 Apply choices of ingredients to make given dishes
 - 3.3 **Evaluate** completed dishes
-

Unit 02 Understanding food (H/506/5037) (cont'd)

Range:

- 1.1 Main food groups:**
- bread, potato, rice, pasta and other starchy foods
 - meat, fish, eggs, beans and other non-dairy sources of protein
 - fruit and vegetables
 - milk and dairy foods
 - food and drinks high in fat and/or sugar
- 1.2 Sources:** eg farm-grown, reared, country of origin, processed, manufactured
- 2.1 Social factors:** eg cultural, locality, accessibility, Fairtrade, personal
- 2.2 Environmental factors:** eg food miles, carbon footprint, pesticides, weather, organic
- 2.3 Cost factors:** eg availability, quality, varieties, brands, composition
- 2.4 Sensory factors:** eg taste, texture, appearance, smell
- 3.1 Given dishes:** eg pasta dish, fruit dish, meat dish
- 3.3 Evaluate:** eg choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish
-

Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment guidance

Types of evidence: learner notes, diagrams, reports, audio-visual evidence

Assessment criteria: 1.1–2.4

Types of evidence: learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, recipes, tasting review notes

Assessment criteria: 3.1–3.3

Additional information: the Teacher must suggest a different dish, eg pasta, fruit, meat, for each practical session. This can be the same suggestion for the full group but each learner must provide evidence of how they've individually met the assessment criteria.

Learners are expected to make their own choices of recipe and ingredients. Learners should be encouraged to taste their own dishes to inform their review using appropriate terminology.

Learners should have the opportunity to demonstrate their practical skills across a minimum of 6 dishes during the course of the unit and the evidence provided must be from a range of the dishes produced.

Photographs used as evidence must be annotated and be clearly labelled and attributed to the learner.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

Unit 02 Understanding food (H/506/5037) (cont'd)

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 02 Understanding food (H/506/5037)

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the main food groups	Learners will describe the main food groups	Learners will clearly describe the main food groups	Learners will comprehensively describe the main food groups
1.2 Describe sources of foods from each main food group	Learners will describe sources of foods from each main food group	Learners will clearly describe sources of foods from each main food group	Learners will comprehensively describe sources of foods from each main food group
1.3 Explain how seasons affect food availability	Learners will explain how seasons affect food availability	Learners will explain in detail how seasons affect food availability	No Distinction for this AC
2.1 Describe how social factors affect food choices	Learners will describe how social factors affect food choices	Learners will describe in detail how social factors affect food choices	Learners will comprehensively describe how social factors affect food choices
2.2 Describe how environmental factors affect food choices	Learners will describe how environmental factors affect food choices	Learners will describe in detail how environmental factors affect food choices	Learners will comprehensively describe how environmental factors affect food choices

Grading descriptors – Unit 02 Understanding food (H/506/5037) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Describe how cost factors affect food choices	Learners will describe how cost factors affect food choices	Learners will describe in detail how cost factors affect food choices	Learners will comprehensively describe how cost factors affect food choices
2.4 Describe how sensory factors affect food choices	Learners will describe how sensory factors affect food choices	Learners will describe in detail how sensory factors affect food choices	Learners will comprehensively describe how sensory factors affect food choices
3.1 Compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes with critical understanding	Learners will compare ingredients to inform choice of recipes for given dishes with critical judgement
3.2 Apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to confidently make given dishes	Learners will apply choices of ingredients to skilfully make given dishes
3.3 Evaluate completed dishes	Learners will evaluate completed dishes	Learners will evaluate completed dishes with critical understanding	Learners will evaluate completed dishes with critical judgement

Unit 03 Exploring balanced diets (K/506/5038)

The learner will:

- 1 Understand the importance of a balanced diet

The learner can:

- 1.1 Explain what is meant by a **balanced diet**
 - 1.2 Describe the **nutrients** that make up a balanced diet
 - 1.3 Explain nutrient requirements for different **groups of people**
 - 1.4 Explain **healthy eating advice**
 - 1.5 Explain how **nutritional information** on food labels can inform healthy eating
 - 1.6 Assess a food diary and make **recommendations**
-

The learner will:

- 2 Be able to change recipes to make them healthier

The learner can:

- 2.1 Assess a **recipe** in terms of its contribution to healthy eating
 - 2.2 Explain how the recipe could be changed to make the finished dish healthier
 - 2.3 Describe **other factors** that could affect the finished dish
-

Unit 03 Exploring balanced diets (K/506/5038) (cont'd)

Range

- 1.1 **Balanced diet:** to include portion control, water intake and dietary fibre, RI/GDAs etc
- 1.2 **Nutrients:** macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency
- 1.3 **Groups of people:** age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans)
- 1.4 **Healthy eating advice:** current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables.
- 1.5 **Nutritional information:** eg fat content, calories content, serving size
- 1.6 **Recommendations:** including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs
- 2.1 **Recipe:** eg, cooking method, ingredients, portion size, serving suggestion, cost
- 2.3 **Other factors:** eg taste, texture, moisture, appeal, appearance

The assessment for this unit is externally set and marked by NCFE.

Unit 03 Exploring balanced diets (K/506/5038) (cont'd)

Delivery guidance

The content of this unit must be delivered to the learners so that they are familiar with the underpinning knowledge of the unit that they're being externally assessed on. It is not necessary for any evidence to be generated throughout the teaching of the unit and any evidence that is produced cannot be used in the external assessment.

The external assessment will test learners on their knowledge, understanding and skills associated with this unit.

For further information about the external assessment, please see Section 2 (page 15).

Grading descriptors – Unit 03 Exploring balanced diets (K/506/5038)

Assessment criteria	Pass	Merit	Distinction
1.1 Explain what is meant by a balanced diet	Learners will explain what is meant by a balanced diet	Learners will explain in detail what is meant by a balanced diet	Learners will comprehensively explain what is meant by a balanced diet
1.2 Describe the nutrients that make up a balanced diet	Learners will describe the nutrients that make up a balanced diet	Learners will describe in detail the nutrients that make up a balanced diet	Learners will comprehensively describe the nutrients that make up a balanced diet
1.3 Explain nutrient requirements for different groups of people	Learners will explain nutrient requirements for different groups of people	Learners will explain in detail nutrient requirements for different groups of people	Learners will comprehensively explain nutrient requirements for different groups of people
1.4 Explain healthy eating advice	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice
1.5 Explain how nutritional information on food labels can inform healthy eating	Learners will explain how nutritional information on food labels can inform healthy eating	Learners will explain how nutritional information on food labels can inform healthy eating showing critical understanding	Learners will explain how nutritional information on food labels can inform healthy eating showing critical judgement

Grading descriptors – Unit 03 Exploring balanced diets (K/506/5038) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.6 Assess a food diary and make recommendations	Learners will assess a food diary and make recommendations	Learners will assess a food diary and make recommendations showing critical understanding	Learners will assess a food diary and make recommendations showing critical judgement
2.1 Assess a recipe in terms of its contribution to healthy eating	Learners will assess a recipe in terms of its contribution to healthy eating	Learners will assess a recipe in terms of its contribution to healthy eating showing critical understanding	Learners will assess a recipe in terms of its contribution to healthy eating showing critical judgement
2.2 Explain how the recipe could be changed to make the finished dish healthier	Learners will explain how the recipe could be changed to make the finished dish healthier	Learners will explain in detail how the recipe could be changed to make the finished dish healthier	Learners will comprehensively explain how the recipe could be changed to make the finished dish healthier
2.3 Describe other factors that could affect the finished dish	Learners will describe other factors that could affect the finished dish	Learners will describe in detail other factors that could affect the finished dish	Learners will comprehensively describe other factors that could affect the finished dish

Further guidance on how to meet the grading descriptors can be found in the Mark Schemes and Chief Examiners Reports, which are available on Qualhub.co.uk

The Mark Scheme demonstrates the requirements of the external assessment and how examiners standardised their marking of it.

The Chief Examiner Report provides feedback on the overall performance of learners in the external assessment, highlighting strengths and weaknesses with recommendations for improvement.

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

The learner will:

- 1 Be able to plan a menu for a set brief

The learner can:

- 1.1 Assess the requirements of a **set brief**
 - 1.2 Select a menu of dishes for the brief
 - 1.3 Develop a **plan** of action for making the dishes
 - 1.4 Review and revise plan from **feedback**
-

The learner will:

- 2 Be able to prepare and make the dishes on the menu

The learner can:

- 2.1 Demonstrate how to prepare themselves and environment for cooking
 - 2.2 Apply the plan to make the dishes on the menu
 - 2.3 Demonstrate cooking skills to make the dishes on the menu
 - 2.4 Demonstrate safe and hygienic working practices throughout
-

The learner will:

- 3 Be able to review the menu and completed dishes

The learner can:

- 3.1 Assess the strengths and weaknesses of the menu
 - 3.2 Assess the strengths and weaknesses of the planning and preparation process
 - 3.3 Assess the strengths and weaknesses of the completed dishes
 - 3.4 **Evaluate** how the brief has been met
-

**Unit 04 Plan and produce dishes in response to a brief
(M/506/5039) (cont'd)**

Range

- 1.1 Set brief:** this can be created by the Teacher or use the produced internal assessment
 - 1.3 Plan:** to include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used
 - 1.4 Feedback:** eg Teacher, peer, target audience
 - 3.4 Evaluate:** to include what the learner would change
-

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment guidance

Types of evidence: learner notes, diagrams, report, action plan

Assessment criteria: 1.1–1.4

Types of evidence: learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, observation checklist

Assessment criteria: 2.1–2.4

Additional information: learners are expected to design their own menu and select their own choices of recipes and ingredients without Teacher guidance. Learners should be encouraged to taste their own dishes to inform their review. The brief set by the Teacher 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 a range of cooking skills.

Photographs used as evidence must be annotated, clearly labelled and attributed to the learner.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

Where learners review and evaluate their work, they should identify where there is room for improvement. At this level learners should be able to respond to feedback and identify where further improvements are required in the planning, preparation and practical process justifying their suggested improvements, which could be supported by video.

Types of evidence: learner notes, diagrams, report, action plan, menu, recipes, annotated photographs

Assessment criteria: 3.1–3.4

**Unit 04 Plan and produce dishes in response to a brief
(M/506/5039) (cont'd)**

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

Assessment criteria	Pass	Merit	Distinction
1.1 Assess the requirements of a set brief	Learners will assess the requirements of a set brief	Learners will assess in detail the requirements of a set brief	Learners will comprehensively assess the requirements of a set brief
1.2 Select a menu of dishes for the brief	Learners will select a menu of dishes for the brief	Learners will select a menu of dishes for the brief showing initiative	Learners will inventively select a menu of dishes for the brief
1.3 Develop a plan of action for making the dishes	Learners will develop a plan of action for making the dishes	Learners will develop a detailed plan of action for making the dishes	Learners will develop a comprehensive plan of action for making the dishes
1.4 Review and revise plan from feedback	Learners will review and revise plan from feedback	Learners will review and revise plan from feedback with critical understanding	Learners will review and revise plan from feedback with critical judgement

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Demonstrate how to prepare themselves and environment for cooking	Learners will demonstrate how to prepare themselves and the environment for cooking	Learners will confidently demonstrate how to prepare themselves and the environment for cooking	Learners will skilfully demonstrate how to prepare themselves and the environment for cooking
2.2 Apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu	Learners will confidently apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu with sophistication
2.3 Demonstrate cooking skills to make the dishes on the menu	Learners will demonstrate cooking skills to make the dishes on the menu	Learners will confidently demonstrate cooking skills to make the dishes on the menu	Learners will skilfully demonstrate cooking skills to make the dishes on the menu
2.4 Demonstrate safe and hygienic working practices throughout	Learners will demonstrate safe and hygienic working practices throughout	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Assess the strengths and weaknesses of the menu	Learners will assess the strengths and weaknesses of the menu	Learners will assess in detail the strengths and weaknesses of the menu	Learners will comprehensively assess the strengths and weaknesses of the menu
3.2 Assess the strengths and weaknesses of the planning and preparation process	Learners will assess the strengths and weaknesses of the planning and preparation process	Learners will assess in detail the strengths and weaknesses of the planning and preparation process	Learners will comprehensively assess the strengths and weaknesses of the planning and preparation process
3.3 Assess the strengths and weaknesses of the completed dishes	Learners will assess the strengths and weaknesses of the completed dishes	Learners will assess in detail the strengths and weaknesses of the completed dishes	Learners will comprehensively assess the strengths and weaknesses of the completed dishes
3.4 Evaluate how the brief has been met	Learners will evaluate how the brief has been met	Learners will evaluate in detail how the brief has been met	Learners will comprehensively evaluate how the brief has been met

Section 5

Synoptic assessment

Synoptic assessment

What is synoptic assessment?

Synoptic assessment¹ is an important part of a high quality vocational qualification because it shows that learners have achieved an holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, this NCFE Level 2 Certificate in Food and Cookery encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

Synoptic assessment is therefore embedded in the later assessment criteria of each of units 2, 3 and 4 and especially in those which focus on carrying out reviews, giving explanations and making assessments and evaluations.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like a cook' will be evidenced when the learner successfully achieves the qualification.

¹ The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task.'

Section 6

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

All units

ICT

All units

PLTS Independent Enquirers

Unit 01
Unit 03
Unit 04

PLTS Creative Thinkers

Unit 02
Unit 03
Unit 04

PLTS Reflective Learners

Unit 02
Unit 03
Unit 04

PLTS Team Workers

There are no specific opportunities to develop this skill

PLTS Self-managers

Unit 01
Unit 03
Unit 04

PLTS Effective Participators

All units

For further information please contact a member of the Research and Product Development team on 0191 239 8000.

Section 7

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against relevant National Occupational Standards (NOS). As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

NCFE unit number/title	NOS unit number/title
Unit 01 Preparing to cook	PPL2GEN309, PPL2PR21, PPLGS2028, SFHSS27
Unit 02 Understanding food	PPL1FC1, PPL1FPC2, PPL2FPC5, PPL2PR2, PPL2PR3, PPL2PR4
Unit 03 Exploring balanced diets	PPL2PR17, PPL2PR24
Unit 04 Plan and produce dishes in response to a brief	PPL1PR20, PPLGS2028, PPL2GEN309, SFHSS27, PPL2PR21

Section 8

Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 V Cert qualifications and may not all appear in this qualification specification.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 9

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website

www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form <http://www.ncfe.org.uk/qualifications/qualification-feedback/> - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***