Qualification specification

NCFE Level 1 Certificate in Food and Cookery Skills
QN: 603/3909/3

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	February 2019	First publication
v1.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 12) Information regarding the aggregation methods and grade thresholds added to Section 3 (page 40)
v1.2	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v1.3	June 2022	Information regarding entry guidance added to Section 1. Information about the support handbook added to Section 1. Information about the language of assessment evidence added to Section 3.
v1.4	November 2026	Information regarding progression opportunities updated in Section 1

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 this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Food and Cookery Skills.

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

To ensure that you're using the most up-to-date version of this qualification specification, please check the version date in the page headers against that of the qualification specification on the NCFE website.

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 full regulated qualification title.

Things you need to know

Qualification number (QN)	**603/3909/3**
Aim reference	60339093
Total Qualification Time (TQT)	180
Guided Learning Hours (GLH)	120
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

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, Teacher or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3909/3.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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 skills 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 will:

- focus on an applied study of the food and cookery sector
- 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.

Qualification objectives

The objectives of this qualification are 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.

Achieving this qualification

To be awarded the Level 1 Certificate in Food and Cookery Skills, learners are required to successfully complete 4 **graded** mandatory units.

Mandatory units

Unit number	Unit title	Graded
Unit 01	Preparing to cook	Yes
Unit 02	Understanding food	Yes
Unit 03*	Exploring balanced diets	Yes
Unit 04	Plan and produce dishes in response to a brief	Yes

*Please note: When claiming this unit on the Portal the unit code will be displayed as M/506/7552/1. This is for the purpose of our internal system only. The regulated unit code is M/506/7552.

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 1 Certificate in Food and Cookery Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure 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.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Entry guidance

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

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

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

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 learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this 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 eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Food and Cookery Skills

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

- 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 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.

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 occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for centres

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers, including learners, who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

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 the NCFE website.

Training and support

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

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when development or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- grading descriptors
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

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

Unit summary	This unit aims to introduce learners to safe preparation of themselves, the cooking environment and ingredients. Learners will be able to use basic cooking skills, equipment and utensils to produce a variety of dishes.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

1 Be able to prepare self and the environment for cooking

The learner can:

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

Learning outcome 2

The learner will:

2 Be able to use equipment and utensils for cooking

The learner can:

2.1 Identify cooking equipment and utensils
2.2 Use equipment and utensils safely
2.3 Demonstrate safe cleaning of equipment and utensils
2.4 Demonstrate safe storage of equipment and utensils

Learning outcome 3

The learner will:

3 Be able to prepare ingredients for cooking

The learner can:

3.1 **Select** the correct ingredients for given recipes
3.2 Demonstrate how to prepare ingredients for cooking
3.3 Demonstrate the safe storage of ingredients

Unit 01 Preparing to cook (H/506/7550) (cont'd)

Learning outcome 4

The learner will:

4 Be able to use cooking skills

The learner can:

4.1 Outline **cooking skills**
4.2 Give examples of the uses of cooking skills
4.3 Demonstrate skills for cooking

Range

1.1 potential hazards and risks
food safety:
- hazards: eg contamination by bacteria
- risks: eg poor hygiene

personal safety:
- hazards: eg incorrect use of knives
- risks: eg cuts

3.1 select: eg considering freshness, use-by dates, suitability for purpose, temperature

4.1 cooking skills: eg weighing, measuring, peeling, chopping, creaming, rubbing in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving

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Unit 01 Preparing to cook (H/506/7550) (cont'd)

Assessment guidance

Delivery and assessment
Assessment criteria: 1.1–1.3, 2.1–2.4, 3.1–3.3, 4.1–4.3 **Additional information:** the Teacher must provide recipes for the learners. This can be the same recipe for the full group, but each learner must provide evidence of how they've individually met the assessment criteria. It's expected that learners will have the opportunity to demonstrate their practical skills across a minimum of 8 dishes during the course of the unit and evidence provided must be from a range of the dishes produced. Photographs used as evidence must be annotated, clearly labelled and attributed to the learner. A photograph or number of photographs should complement other forms of evidence and not be used as the sole type of evidence. If a checklist is used, it could cover the whole practical experience across the unit. It's not expected that there will be 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. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner notes, diagrams, annotated photographs, reports, audio-visual evidence, witness statements, observation checklist, recipes, tasting review notes.

Grading descriptors – Unit 01 Preparing to cook (H/506/7550)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify potential hazards and risks in the cooking environment	Learners will identify basic potential hazards and risks in the cooking environment	Learners will consistently identify potential hazards and risks in the cooking environment	Learners will consistently identify a wide range of potential hazards and risks in the cooking environment
1.2 Demonstrate safe and hygienic working practices to prepare self for cooking	Learners will demonstrate safe and hygienic working practices to prepare self for cooking	No Merit for this AC	No Distinction for this AC
1.3 Demonstrate safe and hygienic working practices to prepare the cooking environment	Learners will demonstrate safe and hygienic working practices to prepare the cooking environment	No Merit for this AC	No Distinction for this AC
2.1 Identify cooking equipment and utensils	Learners will identify basic cooking equipment and utensils	Learners will identify a range of cooking equipment and utensils	Learners will identify a wide range of cooking equipment and utensils
2.2 Use equipment and utensils safely	Learners will use basic equipment and utensils safely	Learners will consistently use equipment and utensils safely	No Distinction for this AC

Grading descriptors – Unit 01 Preparing to cook (H/506/7550) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Demonstrate safe cleaning of equipment and utensils	Learners will demonstrate safe cleaning of basic equipment and utensils	Learners will demonstrate safe cleaning of a range of equipment and utensils	Learners will demonstrate safe cleaning of a wide range of equipment and utensils
2.4 Demonstrate safe storage of equipment and utensils	Learners will demonstrate safe storage of basic equipment and utensils	Learners will demonstrate safe storage of a range of equipment and utensils	Learners will demonstrate safe storage of a wide range of equipment and utensils
3.1 Select the correct ingredients for given recipes	Learners will select the correct ingredients for given recipes	Learners will confidently select the correct ingredients for given recipes	No Distinction for this AC
3.2 Demonstrate how to prepare ingredients for cooking	Learners will demonstrate how to prepare ingredients for cooking	Learners will confidently demonstrate how to prepare ingredients for cooking	Learners will effectively demonstrate how to prepare ingredients for cooking
3.3 Demonstrate the safe storage of ingredients	Learners will demonstrate the safe storage of ingredients	Learners will confidently demonstrate the safe storage of ingredients	Learners will effectively demonstrate the safe storage of ingredients

Grading descriptors – Unit 01 Preparing to cook (H/506/7550) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Outline cooking skills	Learners will outline cooking skills	Learners will clearly outline cooking skills	Learners will outline cooking skills in detail
4.2 Give examples of the uses of cooking skills	Learners will give a limited range of examples of the uses of basic cooking skills	Learners will give a range of examples of the uses of cooking skills	Learners will give a wide range of examples of the uses of cooking skills
4.3 Demonstrate skills for cooking	Learners will demonstrate basic skills for cooking	Learners will confidently demonstrate skills for cooking	Learners will effectively demonstrate skills for cooking

Unit 02 Understanding food (K/506/7551)

Unit summary	This unit will provide learners with an understanding of factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

1 Understand where food comes from

The learner can:

1.1 Identify the **main food groups**
1.2 Give examples of foods from different **sources**
1.3 Give examples of how seasons affect food availability

Learning outcome 2

The learner will:

2 Understand factors affecting food choices

The learner can:

2.1 Outline **factors** affecting food choices

Learning outcome 3

The learner will:

3 Be able to make informed choices when selecting food for cooking

The learner can:

3.1 Select ingredients for **given dishes**
3.2 Use the ingredients to make dishes
3.3 **Review** the completed dishes

Unit 02 Understanding food (K/506/7551) (cont'd)

Range

1.1 **main food groups:** refer to the Eatwell Guide
1.2 **sources:** eg grown, reared, caught, processed
2.1 **factors:** eg social, environmental, cost and sensory
3.1 **given dishes:** eg pasta dish, fruit dish, meat dish
3.3 **review:** eg cost, taste, appearance, smell, texture

Assessment guidance

Delivery and assessment
Assessment criteria: 1.1–1.3, 2.1, 3.1–3.3 **Additional information:** the Teacher must use a different type of dish (eg pasta, fruit, meat) for each practical session. This can be the same type of dish 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 recipes and ingredients with Teacher guidance. Learners should be encouraged to taste their own dishes to inform their review using appropriate terminology. It's expected that learners will have the opportunity to demonstrate their practical skills across a minimum of 8 dishes during the course of the unit and evidence provided must be from a range of the dishes produced. Photographs used as evidence must be annotated, clearly labelled and attributed to the learner. A photograph or number of photographs should be complemented with other forms of evidence and not be used as the sole type of evidence. 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. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner notes, diagrams, annotated photographs, reports, audio-visual evidence, witness statements, recipes, tasting review notes.

Grading descriptors – Unit 02 Understanding food (K/506/7551)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the main food groups	Learners will identify the main food groups	No Merit for this AC	No Distinction for this AC
1.2 Give examples of foods from different sources	Learners will give a limited range of examples of food from different sources	Learners will give a range of examples of food from different sources	Learners will give a wide range of examples of food from different sources
1.3 Give examples of how seasons affect food availability	Learners will give a limited range of examples of how seasons affect food availability	Learners will give a range of examples of how seasons affect food availability	Learners will give a wide range of examples of how seasons affect food availability
2.1 Outline factors affecting food choices	Learners will outline factors affecting food choices	Learners will outline factors affecting food choices, showing clear understanding	Learners will outline factors affecting food choices, showing a detailed understanding
3.1 Select ingredients for given dishes	Learners will select ingredients for given dishes	Learners will confidently select ingredients for given dishes	Learners will effectively select ingredients for given dishes
3.2 Use the ingredients to make dishes	Learners will use the ingredients to make dishes	Learners will confidently use the ingredients to make dishes	Learners will effectively use the ingredients to make dishes
3.3 Review the completed dishes	Learners will provide a basic review of the completed dishes	Learners will provide a clear review of the completed dishes	Learners will provide a detailed review of the completed dishes

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

Unit summary	Learners will understand the importance of a balanced diet. They will learn about Reference Intake (RI)/Guideline Daily Amounts (GDAs) and how food labels can inform healthy eating. Learners will be able to change recipes to make them healthier.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

1 Understand the importance of a balanced diet

The learner can:

1.1 Define what is meant by a **balanced diet**
1.2 Identify **nutrients** that make up a balanced diet
1.3 Give examples of **foods** high in these nutrients
1.4 Give examples of ways that a balanced diet can contribute to staying **healthy**

Learning outcome 2

The learner will:

2 Know about Reference Intake (RI)/Guideline Daily Amounts (GDA) and food labelling

The learner can:

2.1 Outline the meaning of RI/GDA
2.2 Outline how food **labels** can inform healthy eating for different groups of people

Unit 03 Exploring balanced diets (M/506/7552) (cont'd)

Learning outcome 3

The learner will:

3 Be able to change recipes to make them healthier

The learner can:

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

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Range

1.1 **balanced diet:** definition, water, nutrients, Reference Intake (RI) and Guideline Daily Amount (GDA)
1.2 **nutrients:** protein, carbohydrates, fat, vitamins, minerals
1.3 **foods:** primary foods (meat, fish, eggs, dairy foods, nuts and pulses, fruit and vegetables, butter, oils, cereals, sugar)
1.4 **healthy:** salt, sugar, NSP (fibre), fat (saturated and total fat), water, protein
2.2 **labels:** food labels, traffic light system, allergies

Unit 03 Exploring balanced diets (M/506/7552) (cont'd)

Assessment guidance

Delivery and assessment
Assessment criteria: 1.1–3.2 **Additional information:** Learners should be encouraged to use their own recipe choices and ingredients with Teacher guidance where necessary. They should demonstrate understanding of the assessment criteria for this unit by their explanations of the choice of ingredients for their dishes and any amendments made to the recipes. Learners should also be encouraged to taste their final outcome to be able to review their completed dish using sensory terminology to compare it to the original recipe. Learners should demonstrate a wider range of practical skills using their knowledge of different skills learned in Units 01 and 02. They should also show prior knowledge of the first two units in their accompanying written work. Photographic evidence of their completed dishes must be included in the completed work, and these should be annotated, clearly labelled and attributed to the learner. The photographs should be complemented with other forms of evidence and not be used as the sole type of evidence. If a witness statement is used, it should be coupled with further evidence to support the witness statement. The learner can use one of the sample tasks set by NCFE which cover all the learning outcomes and assessment criteria for this unit, or the Teacher can set their own internally assessed task. If the Teacher decides to write their own assessment, they should refer to the 'Internal Assessment Writing and Delivery: Guidance for Centres' document produced by NCFE. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner notes, diagrams, annotated photographs, reports, audio-visual evidence, witness statements, recipes, tasting review notes.

Grading descriptors – Unit 03 Exploring balanced diets (M/506/7552)

Assessment criteria	Pass	Merit	Distinction
1.1 Define what is meant by a balanced diet	Learners will provide a basic definition of what is meant by a balanced diet	Learners will provide a clear definition of what is meant by a balanced diet	No Distinction for this AC
1.2 Identify nutrients that make up a balanced diet	Learners will identify a limited range of nutrients that make up a balanced diet	Learners will identify a range of nutrients that make up a balanced diet	Learners will identify a wide range of nutrients that make up a balanced diet
1.3 Give examples of foods high in these nutrients	Learners will give a limited range of examples of foods high in these nutrients	Learners will give a range of examples of foods high in these nutrients	Learners will give a wide range of examples of foods high in these nutrients
1.4 Give examples of ways that a balanced diet can contribute to staying healthy	Learners will give a limited range of examples of ways that a balanced diet can contribute to staying healthy	Learners will give a range of examples of ways that a balanced diet can contribute to staying healthy	Learners will give a wide range of examples of ways that a balanced diet can contribute to staying healthy
2.1 Outline the meaning of RI/GDA	Learners will provide a basic outline of what is meant by RI/GDA	Learners will provide a clear outline of what is meant by RI/GDA	No Distinction for this AC
2.2 Outline how food labels can inform healthy eating for different groups of people	Learners will provide a basic outline of how food labels can inform healthy eating for different groups of people	Learners will provide a clear outline of how food labels can inform healthy eating for different groups of people	Learners will provide a detailed outline of how food labels can inform healthy eating for different groups of people

Grading descriptors – Unit 03 Exploring balanced diets (M/506/7552) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Identify healthy and less healthy features of a given recipe	Learners will identify a limited range of healthy and less healthy features of a given recipe	Learners will identify a range of healthy and less healthy features of a given recipe	Learners will identify a wide range of 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	Learners will give a limited range of examples of how a given recipe could be changed to make it healthier	Learners will give a range of examples of how a given recipe could be changed to make it healthier	Learners will give a wide range of examples of how a given recipe could be changed to make it healthier

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

Unit summary	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	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

1 Be able to plan a menu for a set brief

The learner can:

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

Learning outcome 2

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 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

Learning outcome 3

The learner will:

3 Be able to review the menu and completed dishes

The learner can:

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

Unit 04 Plan and produce dishes in response to a brief (T/506/7553) (cont'd)

Range

1.3 plan: eg timings, ingredients, equipment, utensils, health and safety considerations

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Assessment guidance

Delivery and assessment
Assessment criteria: 1.1–3.4 **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 their menu, which should be produced within approximately 2 hours. Photographs used as evidence must be annotated, clearly labelled and attributed to the learner. A photograph or number of photographs should complement other forms of evidence and not be used as the sole type of evidence. 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. Learners should be given the opportunity to practise the skills for this unit before they undertake the internal assessment. Learning outcome 3 should be completed after the preparation, cooking and presentation of the dishes. It's expected that this unit will be undertaken towards the end of the qualification as an opportunity for learners to link the skills and techniques developed during the course. Learners should use relevant skills and techniques built on from previous units to meet the assessment criteria. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner notes, diagrams, annotated photographs, reports, audio-visual evidence, witness statements, observation checklists, recipes, tasting review notes, action plans.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the requirements of a set brief	Learners will identify the requirements of a set brief	Learners will identify the requirements of a set brief, showing a clear understanding	Learners will identify the requirements of a set brief, showing a detailed understanding
1.2 Identify a menu of dishes for the brief	Learners will identify a menu of dishes for the brief	Learners will identify a menu of suitable dishes for the brief	Learners will identify a menu of realistic dishes for the brief
1.3 Identify a plan of action for making the dishes	Learners will identify a basic plan of action for making the dishes	Learners will identify a clear plan of action for making the dishes	Learners will identify a detailed plan of action for making the dishes
2.1 Demonstrate how to prepare themselves for cooking	Learners will demonstrate how to prepare themselves for cooking	No Merit for this AC	No Distinction for this AC
2.2 Demonstrate how to prepare the environment for cooking	Learners will demonstrate how to prepare the environment for cooking	No Merit for this AC	No Distinction for this AC
2.3 Demonstrate how to prepare ingredients	Learners will demonstrate how to prepare ingredients	Learners will demonstrate how to prepare ingredients with confidence	Learners will demonstrate how to prepare ingredients effectively

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (T/506/7553) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Use ingredients to make dishes on the menu	Learners will use ingredients to make dishes on the menu	Learners will confidently use ingredients to make dishes on the menu	Learners will effectively use ingredients to make dishes on the menu
2.5 Demonstrate health and safety working practices throughout	Learners will demonstrate health and safety working practices throughout	No Merit for this AC	No Distinction for this AC
3.1 Identify the strengths and weaknesses of the chosen dishes on the menu	Learners will identify the basic strengths and weaknesses of the chosen dishes on the menu	Learners will clearly identify the strengths and weaknesses of the chosen dishes on the menu, giving reasons	Learners will fluently identify the strengths and weaknesses of the chosen dishes on the menu, justifying reasons
3.2 Identify the strengths and weaknesses of the planning and preparation process	Learners will identify the basic strengths and weaknesses of the planning and preparation process	Learners will clearly identify the strengths and weaknesses of the planning and preparation process	Learners will clearly identify the strengths and weaknesses of the planning and preparation process, justifying reasons
3.3 Identify the strengths and weaknesses of the completed dishes	Learners will identify the basic strengths and weaknesses of the completed dishes	Learners will clearly identify the strengths and weaknesses of the completed dishes	Learners will clearly identify the strengths and weaknesses of the completed dishes, justifying reasons
3.4 Give examples of how the brief has been met	Learners will give basic examples of how the brief has been met	Learners will give clear examples of how the brief has been met	Learners will give detailed examples of how the brief has been met

Section 3

Assessment and grading

Assessment

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 Level 1 Certificate in Food and Cookery Skills consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in **all** components to gain the Level 1 Certificate in Food and Cookery Skills.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

NCFE has created some sample tasks for the internally assessed units. 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 2.

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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed.

There is compensation built into the calculation of the overall grade of the internally assessed units. This ensures that learners will achieve a grade for each unit that reflects their performance across all assessment criteria within that unit. See ‘Calculating the unit grade’ on the following page for further information.

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 Tasks: Guidance for Centres’ document on the NCFE website.

Grading information

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.

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 each assessment criterion. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5.

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

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade for each assessment criterion. Each unit of the qualification is internally assessed.

Calculating the unit grade

To calculate the overall grade for each unit, follow these 2 steps:

- Step 1: Award a suitable grade for each assessment criteria after selecting the descriptor that best reflects the learner's evidence.
- Step 2: Once the whole unit has been assessed and appropriate grades for each assessment criteria selected, the overall grade for the unit can be calculated using the unit grade calculator. The unit grade calculator can be accessed via our website on the qualification page.

The overall grade for the unit is based on the combination of grades awarded for each assessment criteria.

Learners must achieve at least a minimum of a Pass grade for each assessment criteria to pass each unit. An award of a Not Yet Achieved will result in a unit fail.

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 Quality Assurer to ensure consistency with national standards. See NCFE website 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 quality assured, 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 quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer 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, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer 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 assess, grade and internally quality assure all learners' work again.

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 learners' high standard of knowledge, understanding and skill at Level 1.

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**

Level 1 overall qualification level grading descriptors

Overall qualification standard for a Level 1 learner

At Level 1, learners must have basic factual knowledge of the subject.

They must demonstrate the knowledge needed to complete well-defined, routine tasks, be able to use relevant skills and procedures and select and use relevant information to inform actions.

Learners must be able to identify whether actions have been effective. They will complete straightforward analysis and evaluation with direction and guidance as needed.

Tasks

At Level 1, tasks should be well-defined and routine, requiring a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should not need any technical skills or understanding for their completion.

Learners will complete routine tasks and simple procedures, which may have been broken down into stages by the Teacher/Assessor, with direction and guidance as needed.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 1 Pass
The learner will have a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with learners attempting to apply basic knowledge and using given skills and processes. General conclusions will be made about the success or failure of the task, giving an obvious example of a strength or a weakness. Evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure.

Level 1 Merit
The learner will have some technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with learners accurately applying basic knowledge with few errors and selecting from a range of given skills and processes. Simple conclusions will be made about the success or failure of the task, giving an obvious example of a strength and a weakness. Evidence will show some degree of planning, organisational and investigatory skills and will have some structure. Learners will demonstrate the ability to work to deadlines.
Level 1 Distinction
The learner will have a sound technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that far exceeds the minimum standard with learners accurately applying basic knowledge with few or no errors and appropriately selecting from a range of given skills and processes. Simple conclusions will be made about the success or failure of the task, with evidence of reflection. Evidence will show some degree of planning, organisational and investigatory skills and will have a clear structure. Learners will demonstrate the ability to work to deadlines and to review plans.
Level 1 Distinction*
To be awarded a Distinction* grade, learners must have consistently achieved a Distinction grade in every unit. Learners must demonstrate high standards of knowledge, understanding and skills at Level 1.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 4

Quality Assurance

Quality assurance

Internal quality assurance

Internal quality assurance 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 Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers 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 Quality Assurer's contact details on registration of learners with NCFE.

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your external quality assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

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.

Recorded

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

The recorded evidence should allow the learner to demonstrate the learning outcomes 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 Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer 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 Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to quality assure 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.

Section 5

Explanation of terms

Explanation of terms

This table explains how the terms used at **Level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of…)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 6

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 our Diversity and Equality policy is available on the NCFE website.

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 throughout the delivery, external quality assurance 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 the NCFE website.

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