Pearson BTEC

Pearson BTEC Level 1 and 2 Awards in Home Cooking Skills

Specification

BTEC Specialist qualifications

For first teaching September 2010

Issue 5

About Pearson

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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ISBN 9781446953631

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Summary of Pearson BTEC Level 1 and 2 Awards in Home Cooking Skills specification Issue 5 changes

Summary of changes made between previous issue and this issue	Page number
References to progression to Diplomas (14-19) have been removed.	1
Appeals and Malpractice sections have been added.	32, 33

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

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

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1 Introducing the qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualifications purpose

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills are suitable for learners to develop:

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

Progression opportunities through Pearson qualifications

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

- GCSEs and/or A Levels
- Apprenticeships

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

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Home Cooking Skills
Qualification Number (QN)	500/8084/2
Operational start date	01/09/2010
Approved age ranges	Pre-16 16–18 19+
Total qualification time (TQT)	40
Guided learning hours (GLH)	40
Credit value	4
Assessment	Centre-devised assessment (internal assessment)
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Equality, diversity and inclusion policy* (see *Section 6, Access to qualifications*)

Qualification title	Pearson BTEC Level 2 Award in Home Cooking Skills
Qualification Number (QN)	500/8020/9
Operational start date	01/09/2010
Approved age ranges	Pre-16 16–18 19+
Total qualification time (TQT)	60
Guided learning hours (GLH)	60
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Equality, diversity and inclusion policy* (see *Section 6, Access to qualifications*)

3 Qualification structures

Pearson BTEC Level 1 Award in Home Cooking Skills

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Unique Reference Number	Mandatory unit	Level	Credit	Guided learning hours
1	F/600/8662	Home Cooking Skills	1	4	40

Pearson BTEC Level 2 Award in Home Cooking Skills

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Unique Reference Number	Mandatory unit	Level	Credit	Guided learning hours
1	M/600/8768	Home Cooking Skills	2	6	60

4 Assessment requirements

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

There is more guidance about internal assessment on our website. See *Section 12 Further information and publications*.

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, qualifications.pearson.com.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in these qualifications.

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

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

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

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

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

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document Guidance for reasonable adjustments and special consideration in vocational internally assessed units.

7 Recognising prior learning and achievement

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

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

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

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs*; *competence-based qualifications and BTEC Specialist qualifications.*

9 Units

This section of the specification contains the units that form the assessment for the qualifications.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Home Cooking Skills (Level 1)

Level: 1

Unit reference number: F/600/8662

Credit value: 4

Guided learning hours: 40

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food	1.1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process
2 Understand the value of passing on information about home cooking	2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking

Unit amplification

What needs to be learned
Learning outcome 1: Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food
1.1 • *Choosing ingredients*: meal planning; fresh food e.g. use by date, recognising when fish is fresh; seasonal food e.g. vegetables, fruit; sourcing e.g. free range, locally produced, organic, country of origin; value for money; nutritional e.g. contribution to five-a-day initiative, eatwell plate; food labelling; fridge and store cupboard management • *Kitchen basics*: store cupboard ingredients e.g. oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment e.g. knives, saucepans, frying pan, mixing bowls, measuring jug • *Recipes*: eggs e.g. boiled eggs and soldiers, scrambled eggs and toast, fried eggs; breakfast e.g. toast and toppings, flapjacks, porridge, bacon sandwich, fruit smoothies; packed lunches e.g. sandwich with fruit and drink; simple soups e.g. tomato soup, leek and potato, minestrone; salads e.g. basic preparation, chopped salads, basic green salad, simple jam jar dressings; basic bread making e.g. focaccia; pasta e.g. spaghetti with pesto sauce, spaghetti with tomato sauce; simple seasoned vegetables e.g. broccoli with butter and salt and pepper, baked potatoes, potato wedges; mince e.g. meatballs, Bolognese sauce, chilli; with lentils; stews e.g. vegetable curry and fluffy rice, lamb stew; fish e.g. cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil; quick cooked meat e.g. minute steak, sausages; chicken e.g. baked on a tray, chicken fajitas; puddings e.g. ice cream and crushed biscuits, stewed fruit, fruit crumble; barbecue food e.g. chicken fillets, simple kebabs, burgers; fruit salad with toppings e.g. yoghurt and maple syrup; baking e.g. brownies, biscuits **1.2** • *Skills*: preparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked; presentation • *Follow recipe*: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures **1.3** • *Food safety and hygiene*: food storage e.g. raw meat on the bottom shelf of the fridge; food labelling e.g. follow storage instructions, use by dates; food preparation e.g. wash and dry hands before handling food, keep surfaces clean, keep raw fish

What needs to be learned
and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely
Learning outcome 2: Understand the value of passing on information about home cooking
2.1 • *Value of learning home cooking skills*: change food habits e.g. prepare and eat home cooked food; benefits to long term wellbeing of self and family; sense of achievement; enjoyment; confidence; enthusiasm; able to transfer skills to new recipes; continue to cook at home **2.2** • *Ways to pass on information*: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends; 'cook and eat' groups; lunch clubs

Essential information for tutors and assessors

Essential resources

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

Delivery

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

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

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

Outline learning plan

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

Topic and suggested activities
Introduction to unit and structure of the programme of learning and assessment.
Demonstration – eggs, e.g. boiled eggs and soldiers, scrambled eggs and toast, fried eggs (skills – boiling, toasting, frying, scrambling) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, effects of the method of cookery, labelling, equipment, cooking tips, seasoning, serving.
Practical – boiling eggs, making toast and soldiers, scrambling eggs, frying eggs.

Topic and suggested activities
Demonstration – breakfast, e.g. toast with different toppings, flapjacks, porridge (basic with milk or water), fruit smoothies, frying bacon and making a bacon sarnie (skills – toasting, baking, stirring, frying, slicing, blending) and tutor-led discussion – discuss the importance of breakfast, hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving. Practical – making toast with different toppings, flapjacks, porridge (basic with milk or water), a bacon sarnie.
Demonstration – packed lunches, e.g. basic know how and how to make a sandwich; alternatives to butter (cream cheese), how to pack a packed lunch, e.g. sandwich, fruit and cold drink, sandwich filling combinations (skills – slicing bread and knife safety, spreading (buttering bread to the edges), cutting, chopping) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value – benefits of home-made packed lunch versus all the ready-made shop-bought options, labelling, equipment, cooking tips, seasoning, serving, different breads (brown, wholemeal, white, focaccia, sourdough). Practical – making cheese and pickle sandwich, making ham, cheese and watercress sandwich.
Demonstration – simple soups, e.g. basic soups and understanding the key elements of a soup base and demonstrate this with more than one soup. Example recipes – tomato, leek and potato, minestrone, (skills – slicing and chopping, boiling, simmering, liquidising) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value – e.g. different coloured vegetables and nutritional benefits, labelling, equipment, cooking tips, seasoning, serving, using as a base for other recipes. Practical – making tomato, minestrone or leek and potato soup.
Demonstration – salads, e.g. how to wash and prepare salad leaves, simple green salad, chopped salads, simple jam jar dressings, how to dress a salad properly (skills – chopping, washing leaves and spinning dry, dressing) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips seasoning, serving. Practical – making basic green salad, chopped salad, pick and mix salad, basic dressings, and dressing a salad properly.
Demonstration – basic bread making, e.g. focaccia (skills – sieving, kneading, proving, shaping) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, freezing. Practical – making dough, making focaccia.
Demonstration – cooking pasta, e.g. how to cook pasta (salting water, plentiful water); basic pasta sauce, (making pesto and tomato sauce (skills – slicing, chopping, boiling, using a pestle and mortar, grating) and tutor-led discussion – hygiene, sourcing ingredients, shop bought options available, nutritional value (e.g., carbohydrates essential in a meal, should make up 1/3 of each meal. Good source of energy, fibre, B

Topic and suggested activities
vitamins), labelling, equipment, cooking tips, seasoning, serving, other ingredients which could be added, e.g. Parmesan, basil leaves. Practical – cooking pasta, making tomato sauce, making pesto.
Demonstration – cooking vegetables, e.g. broccoli with butter and salt and pepper, baked potatoes, potato wedges, baked potato fillings (skills – boiling/steaming, chopping, peeling, baking) and tutor-led discussion – seasonality, hygiene, sourcing ingredients, nutritional value, e.g. effect of different methods of cooking, the benefits of different coloured vegetables, labelling, equipment, cooking tips, seasoning, serving. Practical – preparing and cooking boiled broccoli with butter and salt and pepper, baked potatoes with fillings and potato wedges.
Demonstration – cooking mince, e.g. basic mince cookery – meatballs, chilli with lentils, Bolognese sauce and spaghetti (skills – chopping, mixing, shaping, simmering, boiling, using griddle) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (protein and pulses benefits and comparison), vegetarian options of mince, labelling, equipment, cooking tips, seasoning, serving. Practical – making and cooking chilli with lentils, Bolognese sauce, meatballs.
Demonstration – stews, e.g. vegetable curry, lamb stew (skills – chopping, simmering, boiling rice, steaming rice) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, labelling, equipment, timings, cooking tips, seasoning, serving. Practical – preparing and cooking a vegetable curry, a lamb stew.
Demonstration – cooking rice, e.g. fluffy rice (skills – boiling and steaming) and tutor-led discussion e.g. food safety of rice (making sure it's cooled appropriately). Practical – cooking fluffy rice.
Demonstration – fish, e.g. simple fish cookery – cod simmered in tomato sauce, summer tray-baked salmon, fish parcels in foil (skills – simmering, baking, roasting) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (source of protein, fish oils, calcium, eating both oily and white fish, 2-4 portions oily fish per week), fresh and frozen, labelling, equipment, cooking tips, seasoning, serving. Practical – making cod simmered in tomato sauce, summer tray baked salmon, fish parcels in foil.
Demonstration – quick cooked meat, e.g. minute steak, sausages (skills – frying, grilling) and tutor-led discussion – hygiene (cross-contamination), sourcing ingredients, nutritional value (the importance of good quality meat and in particular the meat content in sausages), labelling, equipment, cooking tips, seasoning, serving. Practical – cooking minute steak and sausages.
Demonstration – preparing and cooking chicken, e.g. baked on a tray, chicken fajitas (skills – slicing, frying, roasting, rolling wraps) and tutor-led discussion – hygiene, e.g. raw

Topic and suggested activities
meat and cooked meat, knowing when chicken is cooked by clear juices, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving. Practical – preparing and cooking, e.g. baked on a tray, chicken.
Demonstration – puddings, e.g. good quality shop-bought ice cream and crushed biscuits, stewed fruit, basic fruit crumbles (skills – chopping, bashing with rolling pin, rubbing together, preparing fruit, stewing) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value (don't eat these too often and go for small amounts), labelling, equipment, cooking tips, serving. Practical – preparing and cooking ice cream and toppings, stewed fruit, fruit crumbles.
Demonstration via video – barbecue food, e.g. chicken fillets, simple vegetable and haloumi kebabs, burgers (skills – how to set up a barbecue; hot and cold side, shaping, chopping, slicing, bashing, skewering) and tutor-led discussion – safety, hygiene, eg raw meat and cooked meat, cross contamination, making sure things are cooked through, sourcing ingredients, nutritional value, labelling, equipment, cooking tips, seasoning, serving.
Demonstration – fruit salad with toppings (skills – preparing fruit, chopping, slicing, peeling) and topping suggestions, e.g. syrups, maple syrup, yoghurt, granola and tutor-led discussion – seasonality, hygiene, sourcing ingredients, nutritional value (how good fruit is for you), labelling, equipment, tips, serving, explain that fruit doesn't always have to be in sweet dishes. Practical – make a fruit salad and topping.
Demonstration – baking, e.g. basic all in one method for brownies, biscuits; explain different methods of baking (skills – mixing, weighing, measuring, beating, testing, baking). Practical – make brownies and biscuits.
Assignment – follow a recipe to prepare ingredients and cook a dish, demonstrating food safety and hygiene. Assessment – be able to use cooking skills to make home-cooked food using basic ingredients (learning outcome 1).
Tutor-led discussion – reflection on learner achievement and ways to pass on information about home cooking. Assessment – understand the value of passing on information about home cooking (learning outcome 2).
Assessment feedback review and evaluation of unit.

Assessment

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

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

Suggested resources

Books

Beckett F – *The Healthy Lunchbox* (Grub Street, 2014) ISBN 9781909808201

Bird F – *Kids' Kitchen* (Barefoot Books, 2015) ISBN 9781782851967

Good Housekeeping: Step by Step Cook Book (HarperCollins, 2012) ISBN 9781908449320

Grant A and Russel H – *The Silver Spoon for Children: Favourite Italian Recipes* (Phaidon, 2019) ISBN 9781838660130

Pickford L – *Hamlyn All Colour Cookbook: 200 Really Easy Recipes* (Hamlyn, 2016) ISBN 9780600633310

The Ultimate Student Cookbook (Orion, 2013) ISBN 9780297869979

Vijayakar – *Hamlyn All Colour Cookery: 200 Easy Indian Dishes* (Octopus, 2016) ISBN 9780600630562

Websites

www.nhs.uk/livewell/5aday/pages/5adayhome.aspx	NHS website giving top tips for eating more fruit and vegetables
www.cookingindex.com	Cooking Index – recipes and information on food and cookbooks
www.deliaonline.com/home	Delia online – recipes, cooking tips, equipment
www.eattheseasons.co.uk	Eat the Seasons – UK seasonal food information, tips and recipe ideas, updated every week.

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

Unit 1: Home Cooking Skills (Level 2)

Level: 2

Unit reference number: M/600/8768

Credit value: 6

Guided learning hours: 60

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Be able to plan a nutritious, home-cooked meal using basic ingredients	1.1	Plan a nutritious two-course meal
2	Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients	2.1	Select and prepare ingredients for recipes for a nutritious, two-course meal
		2.2	Use cooking skills when following the recipes
		2.3	Demonstrate food safety and hygiene throughout the preparation and cooking process
		2.4	Apply presentation skills when serving the meal
3	Understand how to cook economically at home	3.1	Explain ways to economise when cooking at home
4	Be able to pass on information about cooking meals at home from scratch	4.1	Identify ways information about cooking meals at home from scratch has been passed on to others

Unit amplification

What needs to be learned
Learning outcome 1: Be able to plan a nutritious, home-cooked meal using basic ingredients
1.1 • *Planning*: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment
Learning outcome 2: Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients
2.1 • *Selecting ingredients*: factors e.g. fresh, seasonal, locally produced • *Kitchen basics*: store cupboard ingredients e.g.; oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment e.g. knives, saucepans, frying pan, mixing bowls, measuring jug • *Recipes*: eggs e.g. poached eggs, folded omelettes and frittata; breakfasts e.g. French toast, porridge with different toppings, cooked breakfast; packed lunches e.g. homemade pasty; soups e.g. roasted squash soup; salads e.g. Caesar salad and warm salads; bread e.g. pizza with toppings, basic loaf; pasta e.g. lasagne; vegetables e.g. potatoes dauphinoise, roasted vegetables; mince e.g. shepherd's pie, vegetarian burger (including salad and potato wedges); stews e.g. hotpots, pies, dumplings and curry; fish e.g. fish pie, pan fried tuna with tomato and coriander salsa, Italian spaghetti with prawns; quick cooked meat e.g. chops with mixed herbs; puddings e.g. apple pie, bread and butter pudding; barbecue food e.g. vegetables in foil, marinated lamb kebabs; stir fries e.g. vegetable, chicken, rice; fruit e.g. baked apples, grilled fruit; baking e.g. Victoria sponge, cupcakes and muffins; chicken e.g. roast chicken dinner **2.2** • *Skills*: preparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling • *Follow recipe*: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures; timings

What needs to be learned
2.3 • *Food safety and hygiene*: food storage e.g. raw meat on the bottom shelf of the fridge; food labelling e.g. follow storage instructions, use by dates; food preparation e.g. wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely **2.4** • *Meal presentation*: portion size; colour; temperature of food; relaxed atmosphere; table setting
Learning outcome 3: Understand how to cook economically at home
3.1 • *Cooking economically*: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g. mince for Bolognese sauce; use leftovers e.g. potato salad, chicken sandwich; ask advice when shopping e.g. from butcher about alternative cuts of meat.
Learning outcome 4: Be able to pass on information about cooking meals at home from scratch
4.1 • *Ways to pass on information*: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends and family; 'cook and eat' groups; lunch clubs

Essential information for tutors and assessors

Essential resources

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

Delivery

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

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

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

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

Outline learning plan

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

Topic and suggested activities
Introduction to unit and structure of the programme of learning and assessment. Tutor-led discussion on planning a meal including choosing recipes, sourcing ingredients, timings for assembly, preparation, cooking and presentation and how the meal contributes to a balanced diet. Activity – group work – analysis of different case studies to identify how meal preparations could have been improved to ensure success. Groups to feedback and justify changes.
Demonstration – eggs, e.g. folded omelettes, frittata, poached eggs (skills – whisking, frying, poaching, separating eggs) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, equipment, measuring, cooking tips, seasoning, timings, serving, sweet and savoury recipes, accompaniments to make a balanced meal, presentation. Practical – making folded omelettes, frittata, poached eggs, separating eggs.
Demonstration – breakfast, e.g. French toast, porridge with different toppings, cooked breakfast (skills – soaking, stirring, grilling, frying) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, equipment, measuring, cooking tips, seasoning, timings, serving, presentation. Practical – making breakfast, e.g. French toast, porridge with different toppings, cooked breakfast with sausage, bacon, eggs and mushrooms.
Demonstration – packed lunches, e.g. savoury pasty with home-made pastry, complicated sandwiches e.g. three layers of bread and two different fillings (tomato, mozzarella and pesto, cheddar, stilton and red onion chutney, ham, mustard and red Leicester cheese) (skills – rubbing flour into butter, mixing, bringing together, resting, rolling, flouring, spreading, slicing, chopping), and tutor-led discussion – how to make up a lunch box, frozen juice as refrigerator. Practical – making complicated sandwich, making savoury pasty with shop-bought pastry.
Demonstration via video – barbecue, e.g. vegetables in foil, marinated lamb kebabs (skills – making a cool and a hot side on the barbecue, marinading, cooking in foil, recognising when meat is cooked) and tutor-led discussion – hygiene (cross-contamination), sourcing ingredients, nutritional value, cooking tips, seasoning, serving. Practical – barbecue on griddle, e.g. kebabs.
Demonstration – soups and toasted sandwiches, e.g. roasted squash soup, tomato, mozzarella and pesto sandwich (skills – preparing and roasting vegetables, chopping, slicing, liquidising/blending, toasting) and tutor-led discussion – hygiene, sourcing

Topic and suggested activities
ingredients, economy: buying squash in season, using basic store cupboard ingredients, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value, accompaniments to make a balanced meal, presentation. Practical – making roasted squash soup and learning how to make different toppings, eg grated cheese, toasted breadcrumbs, yoghurt, crème fraiche, making tomato, mozzarella and pesto toasted sandwich.
Demonstration – salads, e.g. Caesar salad, warm salads and dressings, (skills – timings for warm salad success, making croutons, preparing salad leaves, making dressing, slicing, chopping, dressing salad) and tutor-led discussion, hygiene, sourcing, buying ingredients in season, variety of ingredients, seasoning, presentation, ways to add vegetables (shaved carrot, beetroot, asparagus), protein (smoked salmon, bacon, poached eggs) and pulses (cannellini beans, lentils) warm Caesar salad. Practical – make Caesar salad and dressing. *NB – this section and soup can be joined as one to make a 'meal'.*
Demonstration – basic breads e.g. pizza dough with different toppings, basic loaf (skills – mixing, kneading, shaping, resting, stretching, proving) and tutor-led discussion – hygiene, sourcing ingredients, e.g. different types of flour, equipment, measuring, cooking tips, seasoning, timings, serving – e.g. what to serve with pizza to make it a nutritious meal, nutritional value, presentation. Practical – cook a loaf of bread OR a pizza.
Demonstration – lasagne (meat and vegetarian style lasagne, e.g. butternut squash) and dressed green salad – (skills – making white sauce simply using the crème fraiche method, layering) and tutor-led discussion – hygiene, economy, e.g. buying mince and cooking Bolognese sauce in bulk to freeze; nutritional value, different types of lasagne, e.g. fresh, dried; equipment, measuring, cooking tips, seasoning, timings, alternative toppings (e.g. sliced tomatoes), serving, presentation. Practical – making and cooking lasagne and dressed green salad.
Demonstration – vegetables, e.g. potatoes dauphinoise, roasted vegetables (skills – peeling, chopping, roasting, baking) and tutor-led discussion – hygiene, sourcing ingredients, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value (not eating creamy foods all the time), presentation. Practical – making and cooking potatoes dauphinoise and roasted vegetables.
Demonstration – mince, e.g. shepherd's pie with meat or lentils (skills – boiling, mashing, chopping, mixing, shaping, preparing salad, roasting, griddling) and tutor-led discussion – hygiene, sourcing ingredients, get your mince minced for you at the butchers to specify cut you want, cooking tips, seasoning, timings, serving, nutritional value presentation. Practical – making shepherd's pie.

Topic and suggested activities
Demonstration – stews – basic recipe with different options and alternative toppings to make it into a big dish e.g. dumplings, hot pot, pies and curry demonstrations (skills – chopping, peeling, simmering, rolling pastry, making dumplings, slicing, mashing) and tutor-led discussion – sourcing ingredients, serving suggestions such as greens, economy – cheaper cuts of meat, nutritional value, timings.
Demonstration – fish, e.g. pan, fried tuna with tomato, chilli and coriander salsa, Italian spaghetti with prawns (skills – pan frying, simmering, cooking pasta) and tutor-led discussion – hygiene, sourcing ingredients, sustainability, equipment, measuring, cooking tips, seasoning, timings, serving, nutritional value, presentation. Practical – pan-fry tuna, make chilli and coriander salsa, simmer fish in sauce and serve with pasta.
Demonstration – fish pie and peas with baked apples (skills – removing bones from fish, baking, mashing, boiling, coring, stuffing) and tutor-led discussion – hygiene, sourcing ingredients, sustainability, economy, using different varieties of fish, buying fruit in season, equipment, measuring, cooking tips, timings, serving, seasoning, nutritional value, presentation. Practical – cooking fish pie with peas and baked apples.
Demonstration – quick cooked meat, e.g. chops with mixed herbs, steaks (skills – understanding degrees of doneness using the thumb test, preparing meat, pan frying, griddling, bashing up herbs in pestle and mortar, turning meat, seasoning meat) and tutor-led discussion – understanding degrees of doneness using the thumb test, good animal husbandry, benefits of hanging meat. Practical – cooking chops with mixed herbs.
Demonstration – puddings, e.g. apple pie, marmalade bread and butter pudding (skills – making pastry, how to make pastry from scratch, how to use ready-made pastry, peeling, baking, glazing, egg washing, weighing, rubbing in, resting, rolling out, lining, blind baking) and tutor-led discussion – hygiene, sourcing ingredients, equipment, measuring, cooking tips, timings, serving, nutritional value especially portion control, presentation. Practical – making apple pie with ready-made pastry or marmalade bread and butter pudding.
Demonstration – chicken stir fry, rice stir fry, vegetable stir fry (skills – chopping, peeling, slicing, stir frying) and tutor-led discussion – hygiene, e.g. salmonella and raw chicken, cooling rice down quickly and only storing for short periods, how to check chicken is cooked, sourcing ingredients, e.g. free-range chicken, equipment, measuring, cooking tips, timings, seasoning, serving, nutritional value, presentation. Practical – cooking chicken stir fry, rice stir fry, vegetable stir fry.

Topic and suggested activities
Demonstration – baking, e.g. Victoria sponge, cupcakes and muffins – (skills – weighing, creaming, beating, mixing, weighing, sifting, cooling, turning out, lining tins, testing doneness) and tutor-led discussion – same base with other ingredient options (nuts, berries, spices, dried fruit) optional fillings, hygiene, sourcing ingredients, room temperature eggs and butter, equipment, measuring, cooking tips, timings, serving, nutritional value, presentation. Practical – baking and assembling Victoria sponge and muffins.
Demonstration – roast chicken dinner, e.g. roast chicken with rosemary and garlic potatoes, gravy and greens with stewed fruit crumble (skills – timings, roasting, par boiling, making gravy, making crumble) and tutor-led discussion – sourcing ingredients, e.g. suitable cuts of meat, free range/outdoor reared, nutritional value, timings, hygiene, e.g. salmonella and raw chicken, how to check chicken is cooked, sourcing ingredients, e.g. free range chicken, equipment, measuring, cooking tips, seasoning, timings, serving, how to carve, how to pick the meat from the bird, how to use the carcass, nutritional value, e.g. different cuts have different nutritional value, e.g. breast lean v thigh more fatty, presentation.
Tutor-supported research to plan menu for demonstration session. Assignment – produce a plan to prepare and cook a two-course meal (learning outcome 1).
Assignment – follow recipes to prepare ingredients and cook and present a two-course meal, demonstrating food safety and hygiene (leaning outcome 2).
Assignment – record ways to cook economically at home and evidence of passing on information about cooking meals at home from scratch (learning outcomes 3 and 4).
Assessment feedback review and evaluation of unit.

Assessment

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

Assessment for criteria 2.1, 2.2, 2.3 and 2.4 could be linked to one practical task; much of the evidence required may be provided by a witness testimony from the tutor. To meet criterion 2.1, learners need to follow the instructions for preparing the ingredients in the recipes for two courses by selecting the correct ingredients and using the measurements and preparation methods given. The two courses could comprise: a starter and a main course, a main course and a dessert or a starter and a dessert. For 2.2, learners need to demonstrate the cooking skills required by the recipes. 2.3 requires learners to prepare

and cook the food safely and hygienically. For 2.4, learners will need to present the meal attractively. Evidence for this criterion may include peer assessment following eating the meal, photographic evidence, witness testimony from the tutor. Alternative methods of evidencing learning may be used.

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

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

Suggested resources

Books

Beckett F – *The Healthy Lunchbox* (Grub Street, 2014) ISBN 9781909808201

Bird F – *Kids' Kitchen* (Barefoot Books, 2015) ISBN 9781782851967

Good Housekeeping: Step by Step Cook Book (HarperCollins, 2012) ISBN 9781908449320

Grant A and Russel H – *The Silver Spoon for Children: Favourite Italian Recipes* (Phaidon, 2019) ISBN 9781838660130

Pickford L – *Hamlyn All Colour Cookbook: 200 Really Easy Recipes* (Hamlyn, 2016) ISBN 9780600633310

The Ultimate Student Cookbook (Orion, 2013) ISBN 9780297869979

Vijayakar – *Hamlyn All Colour Cookery: 200 Easy Indian Dishes* (Octopus, 2016) ISBN 9780600630562

Websites

www.nhs.uk/livewell/5aday/pages/5adayhome.aspx	NHS website giving top tips for eating more fruit and vegetables
www.cookingindex.com	Cooking Index – recipes and information on food and cookbooks
www.deliaonline.com/home	Delia online – recipes, cooking tips, equipment
www.eattheseasons.co.uk	Eat the Seasons – UK seasonal food information, tips and recipe ideas, updated every week.

www.food.gov.uk	Food Standards Agency – information about food safety and hygiene, labelling and packaging, nutrition
www.healthystart.nhs.uk	Healthy Start – information about health benefits of fruit, vegetables etc
www.lovefoodhatewaste.com	Love Food Hate Waste – tips and recipes for buying, storing, portion size, recipes for leftovers
www.nhs.uk/Change4life	NHS guide to a healthy lifestyle for children and families
www.tasteofhome.com	Recipes from Home – recipes, categorised into starters, main course, dessert, side dish, home baking
www.rspca.org.uk/allaboutanimals/farm	RSPCA – information about animal welfare
www.seafish.org	Seafish – information about sourcing fish, buying fish and recipes
www.simplybeefandlamb.co.uk	Simply Beef and Lamb – British meat and lamb recipes
www.soilassociation.org	The Soil Association – information about organic food and farming
www.recipes.vegsoc.org	Vegetarian Society – vegetarian recipes by meal type and course

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice* available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations.*

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

Publisher information

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

DB200721 DOCUMENT2.1-42/0

June 2022

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