



Oxford Cambridge and RSA

Unit Title:	Following a simple recipe
OCR unit number:	D10
Life and Living Skill Area:	Home Management
Level:	Entry 2
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit aims to develop the learner's ability to follow a simple recipe and to understand the importance of basic safety and hygiene rules in the kitchen.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Know how to select a simple recipe	The Learner can: 1.1 Identify a simple recipe for specific food	With support or individually, the learner examines a recipe book, list of recipes, the internet and chooses a recipe to follow. For example the learner could consider: the food they like, the ingredients they would need, any food allergies they have, the cost of food, the time it takes to prepare the meal etc to make an appropriate choice of recipe to cook. Basic meals could include for example: spaghetti bolognese, bangers and mash, shepherd's pie, filled baked potato, toasted sandwiches, vegetarian meals, etc.
2 Be able to follow a simple recipe	2.1 Organise ingredients for recipe	The learner organises the ingredients for the recipe. Example activities could include: selecting ingredients from the appropriate food storage area using a checklist, with or without support; visiting a supermarket to purchase the ingredients they need; using a matching exercise to match words needed for the recipe to

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	<p>2.2 Organise equipment for recipe</p> <p>2.3 Follow instructions to cook recipe</p> <p>2.4 Keep kitchen clean when cooking</p>	<p>pictures of the ingredients. For example learners could circle the ingredients needed on a worksheet; learners with a visual and/or hearing impairment could use appropriate visual/audio/assistive technology to support this process:</p> <p>Learners can engage in a discussion to show they are aware of what is needed for the given recipe: Learners can use other senses to identify ingredients e.g. smell or taste</p> <p>Selecting the appropriate equipment from the store cupboard, with or without support: Using a worksheet with different pieces of equipment, pictorial, relief diagrams or written words/Braille and highlighting the equipment needed.</p> <p>Taking part in a discussion to identify the different equipment needed.</p> <p>Simple recipe could be in the format of: words, pictures, recorded instructions or a combination of these; learners cook the basic meal following the recipe selected. A sequencing exercise could be used to put pictures/words in order of how to complete the recipe: An interview with the learner could be conducted to establish their understanding of making the basic meal/recipe.</p> <p>Learners keep the kitchen clean when cooking: learners clean as they go when cooking e.g. wiping down the surfaces using, washing pots not needed anymore, mopping up spillages etc</p>
3 Know basic safety rules to ensure that food preparation is safe	3.1 Outline impact of not keeping kitchen clean when cooking	Learners discuss the importance of food hygiene as part of a group or on a 1:1 basis: a writing frame can be used to record responses e.g.

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	3.2 Identify risks when preparing food	<p>it is important to keep the kitchen clean because..... responses may be as a result of group discussion. Take part in simple role play activities to demonstrate what could happen if basic safety rules are not followed.</p> <p>Learners discuss possible risks before cooking the recipe, this can be through using a real kitchen to prompt discussion or pictures or audio description of the kitchen can be used as an aid to prompt thinking, an image worksheet for learners to identify the risks which are circled. Example risks when preparing foods could include burning yourself on the cooker/oven, cutting your fingers when preparing the food, slipping on a spillage, getting water on electrical equipment, knocking pans off the cooker/work surface and burning yourself.</p>

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessment could include observations by the assessor, witness; the recipe should be cooked to provide a real learning experience for the candidate. The selection of recipes may vary dependent on the location of the activity.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

Additional information

Centres must ensure that health and safety procedures are followed in order to ensure that learners are protected from unnecessary risks and danger.