Unit Title:	**Planning and preparing a simple meal**
OCR unit number:	D1
Life and Living Skill Area:	Home Management
Level:	Entry 1
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit aims to provide learners working at the 'Supported Participation' to 'Application' stages of the Entry 1 Achievement Continuum with the opportunity to demonstrate they can plan and prepare a simple meal safely. Learners may need support in completing the tasks.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be able to be take part in planning a simple meal	**The Learner can:** 1.1 Participate in planning a simple meal	• Participating in a shared activity to plan the ingredients for a simple meal for example, selecting the appropriate picture colour symbols for cooking, jacket potato filled with tuna • Identifying items required on a shopping list to prepare a simple meal for example, marking a symbolised checklist with the items needed • Identifying relevant details from a cook book for example, the oven temperature and the cooking time
2 Be able to take part in preparing a simple meal safely	2.1 Follow instructions to prepare food for a simple meal	• Participating in a shared activity to prepare a simple meal for example, collecting the ingredients shown on a symbolised recipe/instruction card to make pasta and sauce • Following verbal instructions to prepare food for example, washing the

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		potato and cooking it in the microwave, grilling the sausages • Using a symbolised recipe/instruction card to independently prepare a simple meal for example, using pre-pared pack of vegetables and jar of sauce for a vegetable stir-fry
	2.2 Follow basic safety rules to ensure that food preparation is safe	• Participating in a shared activity in a safe manner for example, asking for help when needed • Identifying when cooking equipment is hot for example, holding the grill pan with the handle supplied • Using equipment safely for example, using an oven cloth and turning a saucepan handle so that it is not protruding
	2.3 Request support when appropriate	• Asking for help when moving hot equipment for example, help in removing a baking tray from the oven when the oven timer rings • Asking for help in using equipment for example, help in holding the tin steady whilst using a tin opener • Asking for help in using a meal preparation instruction card for example, what does the word/symbol knead mean?

Assessment

Assessment of this unit must make use of the Entry 1 Achievement Continuum. Assessors will be required to indicate the stage on the continuum at which the learner has achieved the learning outcomes.

This unit spans a range of achievement on the Achievement Continuum from **supported participation** to **application.** It may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

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The examples provided above are just that: learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Evidence requirements

Candidates must show they have planned and prepared a simple meal safely. The learner may need support in choosing the simple meal to be prepared; this will be reflected in their Record of Assessment and Evidence.

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, must be submitted for moderation.

Additional information

The following documents must be used to record candidate evidence and their level of achievement on the Entry 1 Achievement Continuum:

- Entry 1 Achievement Continuum
- Record of Assessment and Evidence

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