Unit Title:	**Planning and preparing food for an event**
OCR unit number:	D2
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 food for an event. 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 involved in planning food for an event	**The Learner can:** 1.1 Take part in planning food for an event	• Participating in planning food for an event for example, communicating by eye pointing a preference for a sandwich filling • Looking at different food options for example sausages, pizza, tomatoes and choosing those they want for the event. • Following instructions to list how many different foods and quantities will be required for example, by finding out how many people will attend the event and therefore how many portions are required, any special dietary needs
2 Be able to contribute to preparing food for an event safely	2.1 Take part in preparing different foods for an event	• Participating in cooking food for example, placing the sausage rolls on a baking tray, opening packets of crisps • Following instructions to prepare foods for example,

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		to fill small bowls with chutneys, to use a pizza cutter to slice pizza • Independently completing the preparation of food (for example, making sandwiches with different fillings, icing a birthday cake
	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 moving heavy items for example, a large saucepan of peeled potatoes • Asking for help in locating equipment for example, where are the big plates? • Asking for help to open packages for example, heat sealed packets of sliced meat.

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.

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.

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Evidence requirements

Candidates must show they have planned and prepared food for an event. The learner may need support in achieving some of the steps in preparing the food for the event; 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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