

Food Planning and Preparation

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Food Planning and Preparation suite of units has been designed to develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Making healthy choices	Identify healthy foods	Identify food groups	Recognise the effects food has on the body	Understand the dietary needs to different groups	Understand how to make healthy choices
Making a meal	Identify healthy foods	Identify key ingredients	Use correct equipment safely	Prepare a meal	Make a nutritious meal
Hygiene in Food Preparation	Recognise basic food hygiene requirements	Identify basic food hygiene requirements	Prepare and cook ingredients hygienically	Apply hygiene routines while preparing and cooking meals	Apply appropriate cooking methods and checking food is cooked correctly
Sustainability	State one way to reduce food waste	Identify ways to reduce food waste	Identify ways to reduce food waste in different environments	Reduce food waste when making a meal	Make a meal to budget and minimal food waste
Cognitive Demand	Recognise, identify, state	Identify, state, give simple explanations, plan	Describe, explain, participate, reflect	Describe, explain, apply, review	Explain, analyse, plan, evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing and Safety Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must be able to:

- Demonstrate and oversee safe use of equipment (knife skills, peeling, measuring, cooking methods)
- Demonstrate and oversee safe use of tools and appliances
- Provide coaching during food preparation
- Model appropriate hygiene routines (handwashing, cleaning surfaces, cross-contamination avoidance)

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider. In addition, they must hold a basic food hygiene qualification to ensure that learners are taught by individuals with current food hygiene knowledge.

Because some food preparation includes use of knives, heat sources (oven, grill, hob) and potential minor injuries (cuts, burns), it is essential that learners have access to a qualified First Aider (on-site).

Based on guidance in all levels (handwashing, safe cooking, avoiding cross-contamination), it is essential that learning providers can provide ready access to hygiene and safety equipment:

- Handwashing station with soap and warm water
- Paper towels or hand dryers
- Aprons
- Hair ties/hair nets (if required)
- Anti-bacterial surface cleaners
- Kitchen disinfectant spray
- Cloths and sponges
- Food-safe gloves
- First-aid box
- Fire blanket
- Fire extinguisher
- Heat-proof gloves
- Clear signage for safety rules

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

- **Structured lesson plans and session materials** Clear lesson plans that guide delivery, support differentiation, and ensure consistency across sessions
- **Printed learner handouts and activity sheets** Accessible printed materials that reinforce key concepts and provide opportunities for reflection and discussion
- **Visual teaching aids** Including slides, diagrams, and scenario-based prompts to help learners understand and explore different themes
- **Presentation equipment**
 - A projector or interactive screen for displaying visual content
 - A laptop or computer for accessing digital resources and presentations.
- **Classroom writing tools**
 - A whiteboard (traditional or interactive)
 - Pens, markers, and stationery for both teacher and learners.

Dependent on the level chosen, students will need access to various items of kitchen equipment and tools. For example:

Entry Levels 1-3

- Butter knives / safety knives
- Spoons, spatulas, tongs
- Cutting boards (colour coded if possible)
- Plastic cups, bowls, plates
- Basic peelers, graters
- Measuring jugs / measuring spoons
- Mixing bowls
- Simple heat-safe equipment under supervision.

Levels 1 and 2

- Knives (junior chef knives, serrated knives, cook's knives)
- Chopping boards (colour-coded for hygiene)
- Hob / portable induction hobs
- Oven / grill
- Pans, pots, baking trays
- Measuring scales
- Food thermometers (for checking safe cooking)
- Colanders, sieves
- Blenders or mixers (optional extension)
- Slow cooker or air fryer (optional, if exploring varied cooking methods).

Learners will also need access to sustainability and budgeting resources. For example:

- Recycling and composting bins
- Posters or guides on food storage and waste reduction
- Portion-size guides
- Example leftover containers
- Supermarket flyers or printed online price
- Plastic-free / reusable containers to demonstrate sustainability options.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Food Planning and Preparation at Entry Level 1 could include:

Assessment Type	Examples of Tasks
Picture Selection	Identify different foods and vegetables
Identification (verbal / pointing)	Identify foods for a balanced meal
Short verbal responses	Learners can recognise basic hygiene requirements (e.g., hand washing)
Simple Reflection	State how food can make you feel

Entry Level 2

Assessment of Food Planning and Preparation at Entry Level 2 could include:

Assessment Type	Examples of Tasks
Listing / Identifying	Identify kitchen equipment to use when preparing a meal
Sequencing Tasks	Put simple preparation steps in in order to prepare a meal
Basic Participation	Participate in preparing a balanced meal
Short verbal or written responses	State ways to reduce food waste
Matching / Selecting	Match foods to different food groups

Entry Level 3

Assessment of Food Planning and Preparation at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Descriptions	Explain why eating a varied diet is important
Planning Tasks	Identify the steps involved in making a meal
Participation Task	Participate in preparing ingredients and making a meal
Observation of Practice	Assessor observation of planning, preparing and making a meal
Structured Reflection	Reflect on what went well

Level 1

Assessment of Food Planning and Preparation at Level 1 could include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Describe a short-term effect of poor diet on health and wellbeing
Planning Tasks	Plan a meal within budget and to reduce food waste
Participation Task	Participate in preparing ingredients and making a meal
Observation of Practice	Assessor observation of planning, preparing and making a meal, including following hygiene principles
Reflective Review	Outline one strength of own food preparation

Level 2

Assessment of Food Planning and Preparation at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain the nutritional and dietary needs to different groups of people
Planning Task	Plan a meal using a variety of ingredients from different food groups
Participation Task	Participate in preparing ingredients and making a meal
Observation of Practice	Assessor observation of planning, preparing and making a meal, including following hygiene principles
Reflective Evaluation	Evaluate own contributes to food preparation, describing two improvements to reduce cost and waste
Analytical Tasks	Analyse how a poor diet can affect health and wellbeing in the short and long term
Evaluation Tasks	Evaluate how reducing food waste can improve sustainability in meal choices

Unit Content

Entry level 1

Unit Title: Food Planning and Preparation

Unit Reference Number: CBM081

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Principles of Progression

Progression Step 1 - I am beginning to make connections between my diet and my physical health and well-being.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand what makes a balanced diet	1.1 Identify different food sources
	1.2 Identify different fruit and vegetables
2. Understand what is meant by healthy eating	2.1 Identify a benefit of healthy eating
	2.2 State how they feel after eating healthy foods
	2.3 State how they might feel following a poor diet
3. Understand the parts of a balanced meal	3.1 Identify foods for a balanced meal
	3.2 State the importance of eating different foods
	3.3 State one way to stop food waste
4. Understand basic food hygiene	4.1 Identify basic food hygiene requirements

Indicative Content

LO1	AC1.1 Learners must identify at least two food sources (e.g., bread, meat, fruit, vegetables).
	AC1.2 Learners must identify at least two fruit and vegetables (e.g., apple and carrot).

LO2	AC 2.1 Learners must identify at least one benefit of healthy eating (e.g., more energy, better mood, better concentration). AC 2.2 Learners must identify at least one appropriate feeling. AC 2.3 Learners must identify at least one appropriate feeling.
LO3	AC 3.1 Learners must identify at least two examples from different groups e.g., apple (fruit), carrots (vegetables), cheese (dairy), chicken (meat and poultry). AC 3.2 Learners must identify or state at least one reason for why it is important to eat different food types e.g., to give you energy. AC 3.3 Learners must identify at least one example e.g., freeze leftovers, measure/weigh food.
LO4	AC 4.1 could include e.g., washing hands, using different chopping boards for meat vs. vegetables, tying hair up/ wearing a hair net.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Learning to reduce food waste, using locally produced food stuffs

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners have opportunities to explore different cultural food choices and preferences, recognising that balanced meals can look different across communities and cuisines.
Human Rights	Learners explore the right to access nutritious food and the shared responsibility to make healthy, fair choices that respect themselves and others.
Local, national, and international contexts	Learners have opportunities to explore local seasonal produce, UK dietary guidance (Eatwell Guide), showing how food choices are shaped
Sustainability	Learners explore reducing food waste, using leftovers, choosing seasonal or locally sourced foods, and considering cost-effective options that support sustainable living.

Entry level 2

Unit Title: Food Planning and Preparation

Unit Reference Number: CBM082

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Principles of Progression

Progression Step 2 - I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to recognise how food can affect health	1.1 State different food groups for a balanced diet
	1.2 Give ways food helps the body
	1.3 Recognise a food that can be unhealthy if eaten too much
2. Know how to prepare a balanced meal	2.1 Identify food types needed for a balanced meal
	2.2 Identify kitchen equipment to use
	2.2 Prepare ingredients safely using kitchen equipment
	2.3 Prepare a balanced meal
	2.4 State how much the ingredients cost
	2.5 State one way to reduce food waste
3. Understand the need for basic food hygiene	3.1 Identify basic food hygiene requirements

Indicative Content

- LO1 AC1.1 Learners must identify at least two different food groups (e.g., starches, meat, fruit, vegetables).
- AC1.2 Learners must state at least two ways food helps the body. (e.g., food gives us energy, food helps us grow).

	AC 1.3 could include e.g., chocolate, crisps, pastry.
LO2	AC 2.1 Learners must identify at least two ingredients needed for a balanced meal e.g., vegetables, fruit, starches, protein/ meat AC 2.2 Learners must identify at least two pieces of equipment e.g., knives, chopping boards, mixing bowls, cutlery, pans, dishes. AC 2.3 Learners must demonstrate contributing to the preparation of a balanced meal from a given recipe/instruction. AC 2.4 Learners must complete simple calculations to identify the cost of ingredients for the prepared meal. AC 2.5 Learners must state at least one way to avoid wasting food (e.g., eat leftovers, finish my lunch, store food in the fridge, only buy what is needed).
LO3	Learners must identify at least two basic food hygiene requirements (e.g., hand washing, cleaning surfaces, washing fruit and veg, correct storage of ingredients).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Learning to reduce food waste, using locally produced food stuffs

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Learners have opportunities to explore different cultural food choices and preferences, recognising that balanced meals can look different across communities and cuisines.
Human Rights	Learners explore the right to access nutritious food and the shared responsibility to make healthy, fair choices that respect themselves and others.
Local, national, and international contexts	Learners have opportunities to explore local seasonal produce, UK dietary guidance (Eatwell Guide), showing how food choices are shaped
Sustainability	Learners explore reducing food waste, using leftovers, choosing seasonal or locally sourced foods, and considering cost-effective options that support sustainable living.

Entry level 3

Unit Title: Food Planning and Preparation

Unit Reference Number: CBM083

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Principles of Progression

Progression Step 3 - I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to recognise the basics of a healthy diet	1.1 Name the main food groups in a balanced diet
	1.2 Give an example of a food from each food group
	1.3 Explain why eating a varied diet is important
	1.4 Identify ways a poor diet can make someone feel unwell
2. Be able to recognise how money and waste affect food choices	2.1 Give an example of how cost affects food choices
	2.2 Give a way to reduce food waste at home or school
3. Be able to plan and a balanced meal	3.1 Plan a meal
	3.2 List the ingredients needed for the planned meal
	3.3 State the dietary benefits of the planned meal
	3.4 Identify a way to keep the meal low cost
4. Be able to show basic food preparation and cooking skills	4.1 Demonstrate how to use kitchen equipment safely
	4.2 Show how to wash hands before preparing food
	4.3 Prepare the ingredients safely

	4.4	Demonstrate basic cooking skills to safely make the planned meal
5. Be able to reflect on food preparation	5.1	Identify what went well when making the meal
	5.2	Suggest a way to make the meal cheaper or reduce waste next time

Indicative Content

LO1	AC1.1 Learners must name the main food groups in a balanced diet. Learners should be able to recall and say the names of three groups (e.g., fruit/vegetables, protein, carbohydrates). AC1.2 Learners must give one example of a food from each group. Learners identify a simple, everyday food (e.g., apple for fruit/veg, chicken for protein, bread for carbohydrates). AC1.3 Learners must state two reasons why eating a varied diet is important. Learners explain in simple terms (e.g., “It keeps us healthy,” “It gives us energy”). Learners may also recognise that eating different foods helps the body grow, provides vitamins and minerals, and stops meals from becoming boring. AC 1.4 Learners must identify at least two ways a poor diet can make somebody unhealthy e.g., losing weight, low energy, mood.
LO2	AC 2.1 Learners must give at least one example of how cost affects food choices. 2.2 Learners must name at least one way to reduce food waste at home or school (e.g., “eat leftovers,” “store food properly”).
LO3	AC 3.1 Learners must plan one simple meal that uses at least two food groups. AC 3.2 Learners must list the ingredients needed for the planned meal. Learners write, draw, or verbally list ingredients. Supporting templates or shopping lists may be used. AC 3.3 Learners must state two dietary benefits of the planned meal, e.g. “It gives energy,” “It helps you grow.”

	AC 3.4 Learners must identify one way to keep the meal low cost such as, buying supermarket own brand, using seasonal veg, or cooking in bulk or comparing prices online.
LO4	4.1 Learners must show how to use at least two pieces of kitchen equipment safely, e.g. knife, saucepan, grater, mixer, grill, oven, etc. 4.2 Learners must show how to wash hands before preparing food using the correct handwashing steps (soap, warm/hot water, drying). Visual prompts or posters may be used. 4.3 Learners must demonstrate preparing ingredients safely for the planned meal. For example, learners may wash vegetables, cut food with support, or measure ingredients in line with the planned meal selected. Learners must demonstrate good hygiene and safe handling. 4.4 Learners must demonstrate basic cooking skills safely for the planned meal. Learners cook using simple methods such as boiling, grilling, baking, etc, with supervision. Learners must be seen checking food is cooked and turning off equipment safely.
LO5	5.1 Learners must state one thing they did well when preparing food. Learners must reflect positively, for example, "I cut the bread safely," "I followed the recipe well," etc, 5.2 Learners must suggest one way to make the meal cheaper or reduce waste next time. Learners suggest practical improvements, e.g. "use leftovers," "buy cheaper bread," "the portions were too big", etc.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Learning to reduce food waste, using locally produced food stuffs

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners explore how dietary needs differ across age groups and cultures. They may recognise vegetarian, vegan, and religious food practices, promoting respect and inclusion.
Human Rights	Learners explore fairness in food access and the impact of cost on choices. Learners explore shared responsibility for reducing waste and protecting the environment. Learners explore healthy choices as part of respecting themselves and others.
Local, national, and international contexts	Learners explore food choices shaped by local availability, such as seasonal Welsh produce and community shops. Learners explore reducing food waste at home or school, linking to local recycling and composting initiatives.
Sustainability	Learners explore how cost influences food choices and ways to keep meals low cost. Learners explore practical strategies to reduce food waste. Learners explore using seasonal produce and leftovers to support sustainable living.

Level 1

Unit Title: Food Planning and Preparation

Unit Reference Number: CBM084

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Principles of Progression

Progression Step 4 - I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Be able to understand the basics of diet and health	1.1	Identify the main food groups in a balanced diet
		1.2	Describe a short-term effect of poor diet on health and wellbeing
		1.3	Describe a long-term effect of poor diet on health and wellbeing
		1.4	Identify dietary needs for children, adolescents and elderly people
2.	Be able to recognise how budget and food waste affect food choices	2.1	Give examples of how cost affects food choices
		2.2	Identify ways to reduce food waste at home and school
3.	Plan a simple nutritious meal	3.1	Plan a nutritious meal
		3.2	Describe nutritional benefits of the planned meal
		3.3	Identify ways to keep the meal affordable
4.		4.1	Select basic equipment and tools for food preparation

	Be able to demonstrate basic food preparation and cooking skills	4.2	Prepare ingredients safely and hygienically
		4.3	Cook the meal using a simple method safely and hygienically
5.	Be able to reflect on own food preparation	5.1	Outline one strength of own food preparation
		5.2	Suggest one improvement to reduce cost or waste

Indicative Content

LO1	AC 1.1 Learners must identify the main food groups in a balanced diet. Learners must know: the main food groups (carbohydrates, proteins, fats, vitamins, minerals, fibre, water). Learners must know the simple role of each group (e.g., energy, growth, repair, keeping healthy). Learners may explore the Eatwell Guide or simple posters showing balanced meals. AC 1.2 Learners must describe at least two short-term effects of poor diet on health and wellbeing. Learners must know examples such as tiredness, poor concentration, or low energy. Learners may discuss how this affects everyday life (school, sports, friendships). AC 1.3 Learners must describe at least two long-term effect of poor diet on health and wellbeing. Learners must know examples such as obesity, diabetes, or heart disease. Learners may look at simple case studies or news stories about poor diet. AC 1.4 Learners must identify at least two dietary needs for children, two for adolescents, and two for elderly people.
LO2	AC 2.1 Learners must give two examples of how cost affects food choices. Learners must know examples such as choosing supermarket value vs. branded items, or fresh vs. processed food. Learners may compare prices in local shops or online. AC 2.2 Learners must identify two ways to reduce food waste at home and school. Learners must know portion control, using leftovers, correct storage. Learners may explore wider impacts such as landfill or recycling initiatives.
LO3	AC 3.1 Learners must plan one nutritious meal that includes at least three food groups. Learners explore planning a familiar, everyday hot meal that combines at least three food groups (e.g., carbohydrates, protein,

fruit/vegetables). Learners explore choosing simple meals such as spaghetti bolognese, chicken stir-fry with rice, or vegetable curry with naan bread. Learners explore identifying how each food group is represented in the meal (e.g., rice = carbohydrate, chicken = protein, peppers = vegetables).

AC 3.2 Learners must describe two nutritional benefits of the planned meal. Learners must know for example, protein for growth, fibre for digestion, vitamins for immunity. Learners may compare their meal to the Eatwell Guide.

AC 3.3 Learners must identify two ways to keep the meal affordable. Learners must know using cheaper ingredients, buying in bulk, or seasonal produce. Learners may explore online budgeting tools or apps.

LO4	AC 4.1 Learners must select basic equipment and tools for food preparation. Learners must identify knives, chopping boards, pans, measuring spoons etc as appropriate to the planned hot meal. AC 4.2 Learners must prepare ingredients safely and hygienically for the planned meal. Learners must demonstrate handwashing, cleaning surfaces and avoiding cross-contamination. Learners may explore colour-coded chopping boards. AC 4.3 Learners must cook the meal using a simple method safely and hygienically. Learners must be aware of the following basic cooking methods: boiling, baking, frying, steaming and apply the most appropriate to their planned hot meal. Learners must know how to check food is cooked safely (appearance, temperature).
LO5	AC 5.1 Learners must outline one strength of own food preparation. Learners may give examples such as taste, presentation, timing, or safety. Learners may gather peer feedback. AC 5.2 Learners must suggest one improvement to reduce cost and waste. Learners must know practical changes such as smaller portions, cheaper ingredients, or better storage. Learners may explore community initiatives (food banks, surplus food apps).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Learning to reduce food waste, using locally produced food stuffs

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners explore how dietary needs differ across age groups and cultures. They may recognise vegetarian, vegan, and religious food practices, promoting respect and inclusion.
Human Rights	Learners consider access to affordable, nutritious food as a basic right. Budgeting and reducing food waste are linked to fairness and equity in meeting nutritional needs.
Local, national, and international contexts	Learners compare local supermarket prices and seasonal produce. They begin to understand how food choices connect to wider national and global issues such as sustainability and food supply.
Sustainability	Learners identify practical ways to reduce food waste (portion control, leftovers, storage). They connect everyday actions to environmental impacts, learning how small changes support sustainable living.

Level 2

Unit Title: Food Planning and Preparation

Unit Reference Number: CBM085

Level: Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Principles of Progression

Progression Step 5 - I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Be able to understand the relationship between diet, nutrition, and health	1.1	Explain the components of a balanced diet for good health
		1.2	Analyse how a poor diet can affect health and wellbeing short term and long term
		1.3	Explain the nutritional and dietary needs of the following different groups of people: a) children b) adolescents c) elderly
2.	Be able to evaluate how budget and food waste impact food choices	2.1	Analyse how budget influences decisions about food selection and meal planning
		2.2	Evaluate how reducing food waste can improve sustainability and affordability in meal choices
3.	Be able to plan a nutritional hot meal	3.1	Plan a nutritious hot meal
		3.2	Demonstrate an awareness of the nutritional benefits of the hot meal
		3.3	Demonstrate an awareness of budgeting when planning the hot meal

4.	Be able to plan a nutritional cold meal	4.1	Plan a nutritious cold meal
		4.2	Demonstrate an awareness of the nutritional benefits of the cold meal
		4.3	Demonstrate an awareness of budgeting when planning the hot meal
5.	Be able to apply a range of practical skills to prepare and cook food safely and hygienically	5.1	Select suitable equipment and tools suitable for food preparation
		5.2	Prepare the planned hot or cold meal using ingredients, tools and equipment safely and hygienically
		5.3	Cook the planned meal safely and hygienically
6.	Be able to evaluate own food preparation and suggest improvements for cost or waste	6.1	Evaluate own food preparation
		6.2	Identify two improvements to reduce cost and waste

Indicative Content

LO1 AC 1.1 Learners must explain the components of a balanced diet for good health. Learners must identify the main food groups to include (carbohydrates, proteins, fats, vitamins, minerals, fibre, water) and know the role of each food group in maintaining health (e.g., energy, growth, repair, regulation). Learners could explore current dietary guidelines (Eatwell Guide, NHS recommendations) and cultural variations in diet.

AC 1.2 Learners must analyse how a poor diet can affect health and wellbeing. Learners must explain short-term effects such as tiredness, poor concentration, obesity risk and long-term effects such as heart disease, diabetes, malnutrition. Learners may explore case studies or media examples of poor diet impacts.

AC 1.3 Learners must explain the nutritional and dietary needs of different groups of people. Learners must describe how needs vary by age including children, adolescents, elderly and be aware of activity levels, and health conditions such as pregnancy, allergies, or coeliac disease. Learners must know examples of adaptations to diet such as higher calcium for teenagers and iron for pregnant women. Learners may also explore specialist diets for vegetarian, vegan or religious/cultural diets.

LO2 AC 2.1 Learners must analyse how budget influences decisions about food selection and meal planning. Learners must identify how cost affects choices (e.g., branded vs. supermarket value, fresh vs. processed). Learners must know

strategies for budgeting (meal planning, shopping lists, comparing prices). Learners could explore online tools/apps for budgeting or compare local supermarket prices.

AC 2.2 Learners must evaluate how reducing food waste can improve sustainability and affordability in meal choices. Learners must explain practical ways to reduce waste including portion control, using leftovers and correct storage. Learners must know how reducing waste saves money and supports sustainability. Learners may explore wider environmental impacts (carbon footprint, landfill issues).

LO3 AC 3.1 Learners must plan one nutritious hot meal. Learners must design a meal that includes at least four food groups and meets balanced diet principles. Learners explore planning a complete hot meal that combines at least four food groups (e.g. carbohydrates, protein, fruit/vegetables, dairy). Learners explore designing meals that demonstrate balanced diet principles, such as variety, moderation, and inclusion of foods that provide energy, growth, and repair. Learners explore selecting meals with clear nutritional value, for example: Spaghetti bolognese with side salad and grated cheese (carbohydrates = pasta, protein = minced beef, vegetables = tomatoes/salad, dairy = cheese). Chicken curry with rice, yoghurt dip, and mixed vegetables (protein = chicken, carbohydrates = rice, vegetables = peppers/onions, dairy = yoghurt). Learners could explore seasonal/local ingredients or international cuisines.

AC 3.2 Learners must demonstrate an awareness of the nutritional benefits of the hot meal. Learners must identify which nutrients are provided (e.g., protein from chicken, fibre from vegetables) and know how the meal supports health (energy, growth, wellbeing). Learners must compare their meal to dietary guidelines.

AC 3.3 Learners must demonstrate an awareness of budgeting when planning the hot meal. Learners must calculate approximate cost of ingredients and how to substitute ingredients for affordability. Learners could explore online price comparison.

LO4 AC 4.1, 4.2, 4.3 - As above but for a cold meal.

LO5 AC 5.1 Learners must select suitable equipment and tools for food preparation. Learners must identify and use basic kitchen tools such as knives, chopping boards and pans. Learners must know safe use of equipment (e.g., colour-coded boards, knife safety). Learners could explore specialist tools (blenders, slow cookers) if available.

AC 5.2 Learners must demonstrate the preparation of the planned hot meal using ingredients, tools and equipment safely and hygienically. Learners must wash hands, clean surfaces, and prepare ingredients correctly (weighing, chopping, measuring). Learners must use tools and equipment safely. Learners must apply hygiene rules (avoid cross-contamination, correct storage). Learners may explore colour-coded chopping boards.

AC 5.3 Learners must cook the planned meal safely and hygienically. Learners must know the following basic cooking methods: boiling, baking, frying, steaming and apply the most appropriate to the planned hot meal. Learners must know how to check food is cooked safely (temperature, appearance). Learners could explore healthier cooking methods such as grilling or air frying.

LO6 AC 6.1 Learners must evaluate own food preparation. Learners must reflect on taste, presentation, timing, and safety. Learners must know how to identify strengths and areas for improvement. Learners may gather peer feedback.

AC 6.2 Learners must identify two improvements to reduce cost and waste. One to reduce cost, one to reduce waste. Learners must suggest practical changes such as smaller portions, cheaper ingredients, or better storage. Learners must know how these changes improve sustainability and affordability. Learners could explore community initiatives such as food banks or surplus food apps.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Learning to reduce food waste, using locally produced food stuffs

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Learners explore cultural/religious diets, vegetarian/vegan choices, and inclusive food practices.
Human Rights	Learners evaluate how budgeting and food waste reduction supports fairness and the right to adequate nutrition.
Local, national, and international contexts	Learners compare local supermarket prices, explore seasonal/local produce, consider global sustainability impacts.
Sustainability	Learners plan meals with reduced waste, explore sustainable cooking methods, and understand environmental impacts.