



YEAR 11 • DELIVERY, ASSESSMENT AND EVIDENCE MAP

NCFE Level 1 Certificate in Food and Cookery Skills

Qualification 603/3909/3 | Controlled version 3.0 | 2026-27 | Complete before 3 May 2027

AGREED WEEKLY MODEL One continuous 90-minute practical cooking lesson (timetabled as two consecutive 45-minute periods) producing one dish, plus one separate 45-minute theory/workbook lesson. The practical teaches, applies and captures evidence; theory links that evidence to the correct booklet task and assessment criterion.

1. Purpose and design principles

This scheme is the controlling document for the Year 11 qualification. It links the NCFE specification, all four learner workbooks, the existing Life Skills Kitchen recipe PowerPoints and the actions in the July 2026 EQA report. Staff should not use a practical lesson as stand-alone enrichment: every planned dish must teach, practise or evidence a named assessment criterion.

Course element	Agreed approach
Cohort	Year 11 only; individual entry and continuation reviewed against attendance, safe access and portfolio progress.
Weekly allocation	One continuous 90-minute practical (2 x 45-minute timetable periods) and one 45-minute theory/workbook lesson.
Course sequence	HT1 Unit 1; HT2 and HT3 Week 1 Unit 2; remainder of HT3 and HT4 Week 1 Unit 3; HT4 Weeks 2-5 Unit 4 preparation; first three weeks of HT5 Unit 4 completion.
Practical model	One complete dish per week within the 90-minute block, including preparation, cooking, evidence, sensory review and clean-down. The teacher identifies whether the session is teaching/practice or supervised assessment.
Assessment	Internally assessed portfolio. Assessment evidence is completed in scheduled supervised assessment time and kept distinguishable from teaching/practice.
Evidence	Learner-attributed photographs plus learner annotations, recipes, reviews, observations, questioning and checklists. Photographs or witness statements are never the sole evidence.
Quality assurance	Dated interim and final IQA checks; AC-level grading; personalised assessor feedback; NCFE unit-grade calculator used before claims.

CONTROLLED WORKBOOKS Use only the corrected Units 1 and 2 workbooks with criterion-specific permitted grades, together with the approved Units 3 and 4 workbooks. Archive earlier downloaded copies as DO NOT USE.



2. EQA actions embedded in this scheme

EQA issue from July 2026	Required course control
Unit 1 and Unit 2 practical evidence needed strengthening	Minimum eight dishes in each unit. Unit 1: four detailed storyboards and four supporting recipe/checklist records. Unit 2: eight different dish types with learner selection, making and full review.
Images not sufficiently authenticated	Learner name card in each evidence sequence; every file named and dated; learner annotation explains what was done and why.
Observations and feedback too generic	Assessor records the individual action, independence/prompt level, exact AC and why the evidence supports the grade. Feedback gives a personal strength and next step.
Unit 3 needed practical application	At least one healthier recipe is prepared, cooked and compared with the original using sensory terminology.
Unit 4 planning and final evidence needed strengthening	Detailed timed plan; rehearsal; minimum two dishes in approximately two hours; photographs tell the complete story; learner explains sensory scores and how the brief was met.
IQA documentation needed development	Sampling plan lists every learner and unit, with interim and final dates. Reports test validity, authenticity, reliability, currency and sufficiency and review grading decisions.
Some workbook work was too difficult and mixed teaching with assessment	Accessible Level 1 tasks; model and practise first; clearly identified supervised assessment sections; reasonable adjustments and signed/dated scribe records.



3. Weekly delivery and assessment map

PowerPoint references use the exact recipe labels in the uploaded Life Skills Kitchen scheme. When the qualification PowerPoints are produced, each new deck will display the course half-term/week, unit, ACs, evidence status and the original recipe-PowerPoint source.

HT1 — 8 weeks

Unit 1: Preparing to Cook

Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
1	U1 LO1: 1.1-1.3	Mini Pizza (HT1 W1 PPT)	Hazards/risks; personal and kitchen preparation checklist	Name-card images; learner hazard table; individual observation of preparation	Baseline evidence check
2	U1 LO2: 2.1-2.2	Chocolate Chip Muffins (HT1 W2 PPT)	Identify equipment and explain safe use	Equipment table; safe-use questioning; action photographs and observation	
3	U1 LO2: 2.3-2.4	Chicken Pasta Bake (HT1 W3 PPT)	Sequence safe cleaning and give storage rules	Clean-down/store photographs; learner explanation; assessor record	
4	U1 LO3: 3.1-3.3	Apple Crumble (HT1 W4 PPT)	Select, prepare and safely store ingredients	Storyboard 1; ingredient check; use-by/freshness/storage responses	Interim IQA
5	U1 LO4: 4.1-4.3	Sausage Plait (HT1 W5 PPT)	Outline skills and explain their uses	Storyboard 2; skill log; learner annotation; observation	
6	U1 integrated practical ACs	Rocky Road (HT1 W6 PPT)	Update eight-dish log and annotate evidence	Storyboard 3; recipe record; AC cross-reference	
7	U1 integrated practical ACs	Loaded Potato Skins (HT1 W7 PPT)	Complete missing written evidence and self-review	Storyboard 4; recipe record; personalised feedback draft	Assessment check
8	U1 all ACs	Jam Sponge Traybake (HT1 W8 PPT)	Final supervised completion, declaration and assessment feedback	Eight-dish tracker; AC grades; learner/assessor declarations	Final IQA; unit close

HT2 — 7 weeks

Unit 2: Understanding Food

Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
1	U2 LO1: 1.1-1.2	Homemade Burgers & Wedges (HT2 W1 PPT)	Eatwell food groups and ingredient sources	Ingredient-to-food-group/source table; named photos	
2	U2 LO1: 1.3	Flapjack (HT2 W2 PPT)	Seasons and food availability	Seasonal examples linked to ingredients; learner explanation	
3	U2 LO2: 2.1	Chicken Fajitas (HT2 W3 PPT)	Social, environmental, cost and sensory choices	Comparison task; questioning record; practical evidence	
4	U2 LO3: 3.1-3.3	Lemon Drizzle Traybake (HT2 W4 PPT)	Select ingredients and review completed dish	Selection record; full sensory/cost review; observation	Interim IQA
5	U2 LO3: 3.1-3.3	Cheese & Bacon Pasta (HT2 W5 PPT)	Review accuracy and extend sensory vocabulary	Dish-log entry; named evidence; individual feedback	



Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
6	U2 LO3: 3.1-3.3	Jam Tarts (HT2 W6 PPT)	Compare choices and complete reviews	Evidence across fruit/sweet dish type; learner review	Assessment check
7	U2 LO3: 3.1-3.3	Meatball Sub (HT2 W7 PPT)	Check dishes 1-7; identify missing evidence before dish 8	Dish log; evidence locations; planned completion action	Interim completion check

HT3 — 6 weeks

Unit 3: Exploring Balanced Diets

Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
1	U2 all ACs	Chicken Curry & Rice (HT3 W1 PPT)	Complete dish 8; final supervised Unit 2 completion and feedback	Eight-dish minimum; AC grades; authenticity; evidence locations	Final U2 IQA; unit close
2	U3 LO1: 1.1-1.2	Cinnamon Swirls (HT3 W2 PPT)	Define balanced diet and identify nutrients	Accessible poster/leaflet start; practical ingredient links	
3	U3 LO1: 1.3-1.4	Homemade Lasagne (HT3 W3 PPT)	Foods high in nutrients; how balance supports health	Poster/leaflet completed; learner examples from dish	
4	U3 LO2: 2.1-2.2	Brownies (HT3 W4 PPT)	RI/GDA, traffic lights, ingredient lists and allergens	Real food labels; explanations for different groups	Interim evidence check
5	U3 LO3: 3.1-3.2	Chicken Chow Mein (HT3 W5 PPT)	Identify healthy and less healthy recipe features	Annotated original recipe; proposed healthier changes	Interim IQA
6	U3 LO3: 3.1-3.2	Shortbread (HT3 W6 PPT)	Practise healthier substitutions and sensory language	Practical record; proposed modifications; observation	

HT4 — 5 weeks

Unit 4: Planning and rehearsal

Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
1	U3 LO3 and all ACs	Healthier Cottage Pie (adapt HT4 W1 PPT)	Compare original/modified recipe; final supervised Unit 3 completion	Annotated photos; sensory comparison; AC grades; declarations	Final U3 IQA; unit close
2	U4 LO1: 1.1-1.2	Trial suitable starter/main option	Interpret brief; independently select two-dish menu and justify suitability	Recipe choice; dietary/cost/texture reasoning; named trial	
3	U4 LO1: 1.2-1.3	Trial suitable fruit pudding option	Complete detailed action plan with timings, ingredients, equipment and controls	Second recipe choice; timed plan; safety points	Interim evidence check
4	U4 LO2: 2.1-2.5	Rehearsal: dish 1	Use rehearsal feedback to improve sequencing and independence	Individual observation; process photographs; personal target	Interim IQA
5	U4 LO2 readiness	Rehearsal: dish 2	Final menu/plan check and evidence repair	Individual observation; assessor readiness decision	Assessment readiness gate



HT5 — first 3 weeks only

Unit 4: Final assessment and completion

Wk	Unit / AC	Practical cooking — 90 min (one dish)	Theory/workbook — 45 min	Required individual evidence	QA gate
1	U4 LO2: 2.1-2.5	Final assessment: protected extended session producing both selected dishes	Authenticate and annotate final evidence	Complete photo story from preparation to presentation; individual observation	Final practical complete
2	U4 LO3: 3.1-3.4	Contingency practical or authorised completion only	Evaluate menu, planning/preparation and both dishes; explain sensory scores and brief	Strengths/weaknesses with reasons; brief review; personalised feedback	Assessment complete
3	U4 all ACs	No new routine practical: portfolio and evidence check	Declaration, final assessment feedback and portfolio reconciliation	AC grades; evidence locations; closed actions; claim-ready portfolio	Final IQA by 30 Apr



4. Guided learning hours plan

The qualification specification assigns 30 guided learning hours to each unit (120 GLH in total). The normal weekly timetable alone does not provide all 120 hours. Additional delivery may count as GLH only where a member of staff is present to give specific guidance toward the qualification and attendance/activity is recorded. Unsupervised homework or independent study must not be recorded as GLH.

Unit	Normal mapped timetable	Additional supervised GLH to schedule	Total GLH	Suitable guided activity
Unit 1	18.00 h	12.00 h	30.00 h	Safety/equipment workshops; supported practical skill development; supervised portfolio evidence and feedback.
Unit 2	18.00 h	12.00 h	30.00 h	Food-source/choice workshops; additional guided dish practice; supervised review and evidence completion.
Unit 3	13.50 h	16.50 h	30.00 h	Nutrition/label workshops; guided recipe analysis; healthier-recipe practical development and comparison.
Unit 4	16.25 h	13.75 h	30.00 h	Menu research support without directing choices; rehearsals; protected assessment; supervised evaluation and feedback.
TOTAL	65.75 h	54.25 h	120.00 h	All hours must appear on the approved delivery calendar and attendance register.

GLH APPROVAL GATE Before the course begins, SLT/programme lead must allocate the additional 54.25 supervised hours to named sessions, staff and rooms. This table is a reconciliation requirement, not evidence that the additional sessions have already occurred.

Additional session/date	Unit	Guided activity	Hours	Staff/room	Register/evidence location	Approved by



5. Standard lesson expectations

Lesson	Opening	Main activity	Close/evidence
Practical cooking — 90 min	Allergy/risk check; hygiene routine; short retrieval linked to AC; teacher model	Learners prepare and cook one complete dish using the named recipe/PowerPoint; assessor observes individual performance	Finished-product image; learner sensory comment; full clean-down; evidence saved and cross-referenced.
Theory/workbook — 45 min	Retrieve from the weekly practical; state Unit/LO/AC and whether teaching or assessment	Model/guided practice where needed, followed by clearly identified supervised portfolio task	Learner annotates photographs; tracker updated; missing evidence and next action recorded.

6. Evidence and portfolio protocol

- Before the learner begins, display their name card in the first photograph and record the date, unit, dish and AC.
- Capture only purposeful evidence: preparation of self/environment, ingredient preparation, equipment use, cooking skill, clean-down and finished presentation as relevant.
- Require the learner to annotate selected images in the theory lesson, explaining what they did, why it was safe/appropriate and what they would improve.
- Write observations individually: identify the action seen, independence, prompts/support, result and precise AC. Do not duplicate wording between learners.
- Record evidence location on the master Evidence and Grading Tracker. Recipe cards, checklists, questioning and sensory reviews complement photographs.
- At unit end, assess every AC, explain the grade personally, give a strength and next step, use the NCFE unit-grade calculator and obtain learner/assessor declarations.
- Where a scribe is used, record the scribe name, signature and date on every relevant piece of learner evidence.

7. Assessment and IQA checkpoints

Unit	Interim checkpoint	Final checkpoint	IQA focus
Unit 1	HT1 Week 4	HT1 Week 8	Eight-dish route; four storyboards; individual observations; AC grading and feedback.
Unit 2	HT2 Week 4	HT3 Week 1	Different dish types; learner selection; making evidence; sensory/cost reviews; authenticity.
Unit 3	HT3 Week 5	HT4 Week 1	Correct LO/AC coverage; real labels; healthier practical; sensory comparison.
Unit 4	HT4 Week 4	By 30 April 2027	Independent menu/plan; approximately two-hour final practical; complete evidence story; evaluation and grading.

INTERNAL DEADLINES Routine learner assessment should finish by 23 April 2027. Final assessment decisions and IQA actions should be closed by 30 April so that the programme is complete before 3 May 2027.



8. Resource production sequence

Stage	Product	Approval check before moving on
1 — Scheme	This master scheme and AC/evidence map	SLT/assessor/IQA agree weekly allocation, unit sequence, dishes, assessment status and deadlines.
2 — Booklets	Controlled revised Units 1-4 learner workbooks	Corrected criterion-specific grading controls; every AC covered; practical links, EQA evidence, feedback, declarations and IQA controls present.
3 — PowerPoints	One linked weekly teaching pack or three clearly labelled lesson sections per week	Slides match the scheme and booklet page/task; practical evidence target explicit; modelling and assessment separated.
4 — Trackers	Evidence/grading tracker, eight-dish logs, sampling plan and observation templates	Learners/units/dates populated; interim/final IQA dates fixed; evidence-location fields tested.
5 — Final QA	Cross-check scheme ↔ booklet ↔ PowerPoint ↔ tracker	No orphan AC, unmatched task, missing practical evidence requirement or contradictory lesson label.

9. Course completion definition

A unit is complete only when all assessment criteria have sufficient authenticated evidence; the assessor has made and explained AC-level decisions; the learner and assessor have signed declarations; the unit grade has been calculated; and all interim/final IQA actions are closed. Attendance at cooking lessons or completion of a booklet by itself does not constitute achievement.

NEXT STEP Approve and calendar the additional supervised GLH, then create the qualification PowerPoints in scheme order. Each deck must state the unit, ACs, linked workbook page/task, evidence requirement and whether the activity is teaching, rehearsal or supervised assessment.