

Food planning and preparation

Unit delivery and assessment pack



Made for Wales.
Ready for the world.

Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	7
Delivery guidance	8
Planning courses	8
Amplification of Learning Outcomes	8
Suggested activities.....	10
Sources of evidence	11
Experiences.....	11
Resources and organisations	13
Resources required for delivery	13
Resources available to support delivery	13
Resources required for assessment.....	14

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Food planning and preparation
Suite	Skills for Life
Unit Codes	S612E1 S612E2 S612E3 S612L1 S612L2
GLH	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.
Unit Summary	This unit develops learners' knowledge of nutrition, balanced diets, and practical food preparation skills. Learners will explore how to plan, prepare and cook meals safely for themselves and others, taking into account budget, availability and food waste. The unit combines practical hands-on activities with the understanding of healthy eating and safe food practices. At Entry Level, learners focus on basic understanding and simple practical skills. They will recognise different food groups, identify healthy foods, follow simple recipes, and prepare basic snacks or meals with support. Learners will develop awareness of hygiene, safe storage, and avoiding food waste. Activities are designed to build confidence, independence and familiarity with everyday cooking and nutrition concepts. At Level 1 and 2, learners progress to more independent planning, preparation and evaluation. They will plan and adapt meals to meet nutritional needs and budgets, prepare a wider range of dishes, and apply safe food handling and storage practices in different settings. Learners will also evaluate their meals for nutrition, taste, appearance and efficiency, developing critical thinking and problem-solving skills related to food preparation and sustainability.
Curriculum for Wales	Areas of learning and experience: The unit supports the Health and well-being Area of Learning by helping learners understand the importance of nutrition, balanced diets and healthy lifestyle choices. The unit directly links to the statements of what matters: <i>developing physical health and well-being has lifelong benefits</i> and <i>our decision-making impacts on the quality of our lives and the lives of others</i>, as learners explore diet and its overall impact on physical and mental wellbeing. It also provides practical experiences in planning and preparing meals, developing personal care, independence and life skills. Additionally, the unit touches on the Science Area of Learning through exploring nutrients, food groups, and the effects of diet on the body. Learners engage with scientific concepts related to how the body uses food for energy, growth, and maintaining health.

Integral and cross-curricular skills: Learners develop integral skills such as Creativity and innovation through planning and adapting meals, and Critical thinking and problem-solving when making decisions about nutrition, budgeting, and reducing food waste. Planning and organising skills are developed through managing time, resources, and food preparation processes, while Personal effectiveness is strengthened through working independently, following instructions, and reflecting on outcomes. The unit also supports cross-curricular skills, including Literacy skills by reading recipes, food labels and planning documents, and Numeracy skills through budgeting, measuring ingredients and portion control. Digital competence is supported when researching recipes, nutritional information or using online tools to plan meals.

Cross-cutting themes: The unit supports Relationships and sexuality by developing learners' ability to work cooperatively, communicate effectively, and show respect when preparing food for others. It reflects Human rights by reinforcing the importance of access to safe, nutritious food as part of overall health and wellbeing. Diversity is promoted through exploring foods, traditions, and dietary practices from different cultures, religions, and lifestyles.

The unit contributes to Careers and work-related experiences by developing practical and transferable skills relevant to hospitality, catering, health and social care and independent living. Learners build employability skills such as teamwork, time management, safe working practices, and problem-solving.

Local, national and international contexts are addressed through consideration of seasonal and locally sourced ingredients, awareness of national healthy eating guidance, and understanding the global impact of food production, sustainability, and waste.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of basic nutrition and the components of a balanced diet	E1 1.1 Match foods to different food groups. E1 1.2 Show foods that keep the body healthy.	E2 1.1 Give a statement about the main food groups and name examples from each group. E2 1.2 Indicate simple benefits of different foods for health.	E3 1.1 Give a description of the importance of a balanced diet for health and wellbeing. E3 1.2 Give examples of foods that provide essential nutrients.
LO2 Be aware of nutrition, budget and waste when planning simple meals	E1 2.1 Point out foods to make a simple meal on a small budget. E1 2.2 Show ways to avoid wasting food when planning a simple meal.	E2 2.1 Give a statement about a simple meal, considering nutrition and budget. E2 2.2 Say why it is important to avoid food waste.	E3 2.1 Give a description of a meal, suggesting how it meets nutritional needs, stays in budget and helps reduce food waste. E3 2.2 Reflect on portion sizes and food storage, suggesting why these choices can help to reduce food waste.
LO3 Be able to prepare food safely for themselves and others	E1 3.1 Respond to simple instructions to prepare a snack or meal safely. E1 3.2 Show how to use basic kitchen equipment safely, with support.	E2 3.1 Follow instructions to prepare a simple meal using basic cooking methods safely. E2 3.2 Recognise how to use kitchen equipment with some independence and care.	E3 3.1 Demonstrate how to prepare a meal safely. E3 3.2 Demonstrate how to use a range of kitchen equipment safely.

LO4 Be aware of food storage and hygiene practices	E1 4.1 Show basic handwashing and cleaning before and after handling food. E1 4.2 Show how to store food in the correct place.	E2 4.1 Recognise safe food hygiene practices during preparation. E2 4.2 Give a statement on how to store food safely.	E3 4.1 Demonstrate safe food hygiene and storage practices. E3 4.2 Suggest reasons why hygiene and storage are important to prevent illness.
---	---	--	---

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand nutritional needs and balanced diets	L1 1.1 Explain how different nutrients affect health and wellbeing. L1 1.2 Identify areas for improvement in own diet.	L2 1.1 Assess nutritional content of meals and suggest improvements. L2 1.2 Evaluate dietary choices in relation to personal or group health needs.
LO2 Be able to plan and adapt meals considering nutrition, budget, food availability and waste reduction	L1 2.1 Outline a meal plan that meets nutritional needs and budget constraints. L1 2.2 Explain choices in the plan to reduce waste and maximise nutritional value.	L2 2.1 Create a meal plan for a minimum of three consecutive days that meets nutritional requirements, budget constraints and sustainability goals. L2 2.2 Explain adaptations made for dietary needs or waste minimisation.
LO3 Be able to prepare and cook a variety of dishes safely for self and others	L1 3.1 Demonstrate safe preparation and cooking techniques for selected dishes. L1 3.2 Review the outcome of prepared dishes for taste, appearance and safety.	L2 3.1 Demonstrate advanced cooking techniques and ensure food is safe to eat. L2 3.2 Review and adapt recipes or methods based on outcomes and feedback.
LO4 Understand food handling, storage and hygiene practices in a range of settings	L1 4.1 Use food hygiene procedures consistently in food preparation. L1 4.2 Outline safe storage of ingredients and prepared dishes.	L2 4.1 Reflect on hygiene practices in varied cooking settings and offer suggestions for improvement. L2 4.2 Evaluate the effectiveness of food storage, handling and hygiene measures.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Food planning and preparation include Home management and maintenance, Basic first aid, Financial literacy, Healthy lifestyle, Healthy relationships, Looking after others, Practical gardening, Teamwork. These units complement each other by developing a holistic set of independent living and life skills, linking safe food preparation with managing a home, budgeting, maintaining health, and responding to everyday situations. Together they reinforce practical competence, wellbeing, teamwork, and responsibility for self and others, helping learners apply skills confidently across home, community and vocational settings.

There may also be links to other WJEC qualifications including GCSE Food and Nutrition; VCSE Hospitality and Catering.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• identify common foods and drinks • recognise foods that are healthy (e.g. fruit and vegetables, whole grains) and unhealthy (e.g. sugary snacks, processed foods) • sort foods into simple food groups (fruit/vegetables, carbohydrates, protein, dairy, fats) • understand that different foods provide energy and nutrients: • bread, rice, pasta and potatoes give energy • meat, eggs and beans help the body grow and repair • fruit and vegetables provide vitamins • milk and dairy help keep bones strong • show awareness that too much sugar, salt and fat can negatively affect health

	- understand that a balanced diet provides the right types and amounts of food to keep the body healthy and working properly and includes a variety of foods from all the main food groups. For Level 1 and 2 learners: - explain the role of nutrients in the body: - carbohydrates (energy) - protein (repair and growth) - fats (energy and vitamin absorption) - vitamins and minerals (immune system, bones, skin) - fibre (digestive health) - water (hydration) - understand dietary guidelines and healthy eating models - understand portion control and recommended intake - analyse the nutritional content of meals and snacks - consider the effects of diet on health and wellbeing (e.g. impact of sugar, salt and saturated fat).
LO2	- choose foods to make a simple snack or meal (e.g. sandwich, pasta dish, salad) - consider cost when selecting ingredients, comparing simple prices - planning suitable amounts to avoid unnecessary food waste (considering portion sizes and food storage – storing leftovers appropriately) - think about what makes a meal healthy and balanced (e.g. protein + carbohydrate + vegetable). For Level 1 and 2 learners: - design meal plans and plan balanced breakfasts, lunches and dinners - cost meals and work within a budget - use seasonal, local, or readily available ingredients - consider ways to reduce food waste (e.g. batch cooking and reusing leftovers, proper storage, portion control) - consider specific dietary needs or preferences (vegetarian, allergies, religious requirements, age-related needs).
LO3	- follow simple step-by-step instructions (written or picture recipes) - use basic kitchen equipment safely (e.g. knives, chopping board, kettle, toaster, hob) - combine ingredients to make a snack or simple meal - work independently or with minimal support when cooking, using basic cooking methods (e.g. boiling, baking, toasting). For Level 1 and 2 learners: - apply safe preparation (e.g. safe knife skills and equipment handling) and a range of cooking methods (e.g. boiling, baking, grilling, roasting, steaming, stir-frying)

	• use a range of cooking equipment (e.g. knives, chopping board, saucepan and frying pan, baking trays and roasting tins, oven and hob, grill, microwave, blender or food processor, measuring jug and weighing scales) • check food is cooked properly and manage time effectively • prepare multi-component meals that meet planned nutritional and sensory goals (taste, appearance, texture and nutritional balance) • adapt recipes or methods based on outcomes and feedback; reflect on performance and make improvements.
LO4	• wash hands before and after food preparation • clean surfaces and utensils used in cooking • store food in the fridge, freezer or cupboard correctly • keep raw and cooked foods separate • understand that good hygiene prevents illness • wear appropriate clothing (e.g. apron, hair tied back). For Level 1 and 2 Learners: • follow food safety and hygiene standards consistently: • identify and assess potential risks • prevent cross-contamination • monitor storage temperatures • manage allergens safely • implement cleaning schedules • store ingredients and prepared dishes safely • monitor and manage hygiene in different environments (home, community, workplace) • evaluate the effectiveness of hygiene and storage practices and make improvements.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- sorting foods into different food groups using pictures or real examples
- simple shopping exercises: identifying affordable ingredients and reading basic labels
- preparing easy snacks or no-cook meals under supervision
- demonstrating and practising handwashing and basic hygiene routines
- planning a simple meal on paper, considering what is available at home
- role-play: serving food safely to others or setting a table
- matching food to its nutritional benefit (e.g. fruit = vitamins)
- identifying and disposing of waste safely, learning to avoid throwing away usable food.

The following activities would be suitable for use with Level 1 and 2 learners:

- researching and presenting on different nutrients and their effects on health
- creating weekly meal plans within a budget, including considerations for dietary needs and waste reduction
- cooking a variety of dishes using different cooking techniques and equipment
- evaluating meals for nutritional balance, taste and presentation
- visiting a local supermarket or farmers' market to compare prices and seasonal produce
- keeping a food diary and analysing personal or family diet for improvements
- planning and preparing a meal for a small group, following hygiene and safety procedures
- developing strategies to reduce food waste, including using leftovers and proper storage.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed meal plans showing consideration of nutrition, budget, and waste reduction
- photos of prepared dishes or meals demonstrating safe cooking and presentation
- observation records of practical cooking sessions, including use of equipment and hygiene practices
- worksheets or handouts showing understanding of food groups and balanced diets
- shopping lists and receipts demonstrating budget management and ingredient selection
- food diaries or logs showing reflection on personal or family diet
- written evaluations of meals, including taste, appearance, and nutritional content
- peer or tutor feedback forms on group cooking activities or role-play exercises
- evidence of research, e.g. posters or presentations on nutrients, healthy eating or seasonal foods
- records of hygiene practices, e.g. checklists for handwashing, cleaning, and food storage
- evidence of planning for waste reduction, e.g. notes on using leftovers or storing food safely
- digital records, such as videos of cooking sessions, demonstrating practical skills and safe procedure.

Experiences

To provide a real-world context you could do the following:

- Learners can explore real shopping environments to compare prices, read food labels, and select ingredients within a budget. They can learn about seasonal produce, sustainability, and nutritional content firsthand. This experience reinforces planning skills, budget awareness, and understanding of healthy food choices.
- Participating in a group cooking session allows learners to prepare meals in a practical, social setting. They can practice safe handling, hygiene, and teamwork while cooking for themselves and others. Feedback from peers or instructors helps them evaluate meal outcomes and improve practical skills.

- Learners can plan, cook, and serve a meal for family, friends, or a local community group. They gain experience managing resources, reducing food waste, and adapting meals for different dietary needs. Reflecting on the experience helps consolidate knowledge of nutrition, budgeting, and safe cooking practices.

Resources and organisations

Resources required for delivery

Centres may require access to a basic food room or adaptable space, standard utensils and equipment, ingredients, and hygiene/safety materials. These resources support safe, hands-on meal planning and preparation, enabling learners to demonstrate nutritional understanding and practical competence.

Resources available to support delivery

Food Standards Agency (FSA)	Website: www.food.gov.uk Support & Resources: • guidance on food hygiene, allergens, temperature safety, and the Food Hygiene Rating Scheme • free posters, hazard spot cards, and online allergen training (ideal for teaching LO1) • resources on food storage, labelling, and kitchen safety.
Public Health Wales/NHS Wales	Websites: Education and health - Public Health Wales The Curriculum Programme - Public Health Wales Eatwell guide - Public Health Wales Support & Resources: • nutrition guidance aligned with the Eatwell Guide • healthy eating campaigns such as 'Foodwise for Life' and Change4Life • printable handwashing posters and food hygiene leaflets • lesson plans and visuals on healthy eating for different age groups.
Mentera	Website link: https://rhaglenni.mentera.cymru/foodanddrinksillsales/ Resource pages for teachers on Food and Drink Skills Wales Programme: https://rhaglenni.mentera.cymru/foodanddrinksillsales/gwybodaeth-gyrfa/adnoddau-athrawon/ • General information on Mentera: https://mentera.cymru/
British Nutrition Foundation (BNF), <i>Food – A Fact of Life</i>	Website: www.foodafactoflife.org.uk Support & Resources: • free curriculum-linked teaching materials on nutrition, cooking skills, meal planning and dietary needs • recipe videos and interactive tools for Entry Level and Level 1–2 learners • resources on special diets, food groups, and portion sizes.
Allergy UK	Website: www.allergyuk.org Support & Resources: • information sheets and allergy awareness training • case studies and tools to help learners understand food allergies • resources to teach about labelling laws and safe preparation practices.

Love Food Hate Waste (Wrap UK)	Website: www.lovefoodhatewaste.com Support & Resources: • campaign materials to teach about food waste, budgeting, and meal planning • recipe ideas using leftovers or seasonal produce • waste-reduction activities suitable for classroom discussion or projects.
Tesco Community /Tesco Eat Happy Project (Archived content still usable)	Website: www.tescopl.com/sustainability Support & Resources: • previously provided lesson plans, virtual farm tours, and food origin activities • still useful for introducing seasonality, sourcing, and budgeting.

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

© WJEC CBAC Limited 2026.