

The new REHIS Elementary Cooking Skills course



community
food and health
(scotland)



Feedback
from
community
cooking
trainers

We are happy to consider requests
for other languages or formats.
Please contact 0131 314 5300 or email
nhs.healthscotland-alternativeformats@nhs.net

Published by NHS Health Scotland

1 South Gyle Crescent
Edinburgh EH12 9EB

© NHS Health Scotland 2014

All rights reserved. Material contained in this publication may not be reproduced in whole or part without prior permission of NHS Health Scotland (or other copyright owners). While every effort is made to ensure that the information given here is accurate, no legal responsibility is accepted for any errors, omissions or misleading statements.

NHS Health Scotland is a WHO Collaborating Centre for Health Promotion and Public Health Development.

Contents

Background	2
About the REHIS Elementary Cooking Skills course	3
Who can deliver the REHIS Elementary Cooking Skills course?	4
About the course and the CFHS funding	4
Overall, what did the trainers and participants think of the course?	5
Who did the trainers think the course was suitable for?	6
How did the trainers deliver the course?	8
How the trainers structured the course	10
Recipes, weights and measures	13
Teaching and assessment	15
Challenges with the assessment	15
Resources, facilities and trainers required for the course	17
What difference did the course make to participants or their communities?	20
Conclusion	24
Useful websites	25
Who we funded	25



Background

In 2013, the Royal Environmental Health Institute of Scotland (REHIS) developed a new short accredited cooking skills course. It was developed in partnership with NHS Forth Valley Nutrition and Dietetic department, and with support from Edinburgh Cyrenians and Community Food and Health (Scotland), or CFHS. The course aims to provide participants with basic cooking skills, increasing their confidence, skills and knowledge. It is suitable for any adult or young person aged 13 years or over who wants to gain a short qualification in basic cooking skills. The course is delivered by a range of REHIS-registered training centres across Scotland.

Community Food and Health (Scotland) supported the availability of this course by providing funding to 13 groups and agencies to register with REHIS and to deliver the course in low-income communities. This report provides a summary of the views of trainers from 12 of the groups¹ from this accredited course and describes the impact it had on the communities where the groups work. Thanks to all those who provided us with feedback.

1 One organisation had to delay the delivery of the course.

About the REHIS Elementary Cooking Skills course

The course is suitable for those with little or no cooking experience. It is flexible and can be tailored to a wide range of audiences, from those with an interest in food, or considering entering catering training, to those learning to live independently for the first time. It can be adapted to a range of settings or circumstances, from operating over many weeks for one or two people as part of a wider programme, to a stand-alone six-hour course for several people. In addition, it can be adjusted for a range of dietary requirements such as halal, vegetarian or gluten-free.

The minimum teaching time is six hours, although trainers can run the course for longer than this if they wish. Participants completing the course are assessed by a trainer during the course and must show that they can:

1. **Use safe and hygienic practices**, such as being able to use equipment safely and meet food hygiene standards.
2. **Understand and follow a recipe**. Participants can demonstrate this by following written, verbal or pictorial instructions. Other outcomes include being able to adapt recipes and weigh or measure food using scales or cups and spoons.
3. **Use a range of food preparation techniques**, such as peeling, chopping and grating.
4. **Use a range of cooking methods**, such as baking or boiling, and are aware of food presentation.
5. **Put the learning together**, for example, being able to demonstrate the concept of a balanced meal, understand textures and tastes and having the confidence to taste new foods.

Participants must prepare at least one main meal and accompaniment, and an additional dessert or starter, although trainers can teach more recipes if they wish. The recipes must be prepared to an acceptable standard. REHIS provides a selection of recipes as part of the course materials; however, trainers can use their own, or participants', recipes if they wish. REHIS recommends that the course is delivered to no more than five participants per trainer.

Who can deliver the REHIS Elementary Cooking Skills course?

There are already a range of organisations across Scotland with trainers registered to deliver this course. The REHIS website, www.rehis.com, has details of where the course is available. Other organisations or freelance trainers can apply to register to teach the course. In order to register, potential trainers must have:

- Experience of teaching community cooking skills courses (this must be verifiable).
- A recent elementary food hygiene certificate.
- Experience of group facilitation.

It costs £45 to register as a REHIS Elementary Cooking Skills course training centre each year, plus £35 for the trainer pack and £10 for each participant certificate. Potential trainers and training centres should contact REHIS to find out more about how to register.

About the CFHS funding for the course

This one-off funding provided up to £750 to deliver the course (or courses) to people living within low-income communities. Some of the courses included participants who had mental health support needs, learning disabilities or addiction issues; others delivered it for café or lunch club volunteers. All the course trainers had experience of running community cooking activities in low-income communities, some for many years.

Course statistics

Total cost of CFHS funding: £7,000

Number of groups or agencies funded:
12 (for 19 courses)

Number of participants who completed
the course: 82 (out of 95 who began)

Course duration: shortest – 6 hours;
longest – 18 hours; average – 8.5 hours
(approximately)

Average number of course sessions: 3.4

Overall, what did the trainers and participants think of the course?

All trainers provided positive feedback about the new course. They are all considering running it again, and many plan to make it a regular feature of their cooking programmes. When asked to compare this course with the cookery courses they usually run, many said it covered the same skills and topics.

Three trainers suggested that it did not meet all the same aims as their own courses. Two thought that it included less information about nutrition than they would usually cover; the other thought that the social aims of a cooking course were affected, as less time was available for participants to relax and chat. All three delivered the course in six to ten hours. Trainers running the course over a longer period reported that the extra time meant the social aspects or other aspects of the courses that were important to their work were not lost.

Several trainers noted that the REHIS course ensures that all participants achieve a set standard of cookery skills, compared with non-accredited courses where it might be less crucial for participants to all achieve the same set of skills. As one trainer explained:

‘...[with the REHIS course] every individual has to meet all the assessment requirements, you can’t let anyone get behind – you have to go back to them to make sure they are able to gain the required skills.’

Three trainers thought course participants were less relaxed or had to concentrate more than on their usual courses, although participants became more relaxed over time.

All trainers reported receiving positive feedback about the course from participants. Several said that participants were disappointed that the course came to an end; others commented on the enthusiasm of participants. Participants reported that they found the course useful or enjoyed taking part. One trainer, who recruited three participants who had attended one of her previous non-accredited courses, noted that all three said the REHIS course had helped them focus more on developing their skills.

Several trainers thought they would only make the course available to those they thought were ‘ready’ for the course, or for those who would most benefit from having the qualification. Others hoped to make it available to any interested participant, providing they had the funding or enough capacity to do this.

Who did the trainers think the course was suitable for?

The course aims to be suitable for beginners. A few of the trainers agreed that it is suitable for absolute beginners, but not for those who would require a great deal of prompting or had difficulties with concentrating. Most considered it to be unsuitable for participants with no experience of cookery, particularly if it was taught over the minimum of six hours.

Most trainers suggested that they would prefer to run it for participants who:

- had some experience of cookery; or
- had already attended a short cooking course or pre-course sessions.

Alternatively, the course could be run over a longer period if participants have no experience of cookery.

Several trainers commented that this short accredited course was ideal for many of the people they work with, such as those with few school qualifications or with low levels of confidence. Some courses included participants who were confident cooks, but trainers reported that most participants learned something new.

A number of trainers said they would prefer to have some knowledge about participants' skills prior to the course. This would help ensure that they did not recruit participants who were not ready to take part in an assessed course. About half of the trainers recruited some participants who they had not worked with before or knew little about, although these participants were aware that they were taking part in an assessed course.

mini
case
study

Using the REHIS Elementary Cooking Skills course to ensure that volunteers meet a standard of cooking skills

The local authority **Community Learning and Development (CLAD)** team in Falkirk delivered the course to volunteers. All the volunteers planned to deliver 'Let's Cook', a 10-week practical cooking and food and health cooking club for children attending

after-school clubs. Although the REHIS course is not a 'train the trainers' course, the CLAD team used it to ensure that all the volunteers had a basic standard of cooking skills. All the volunteers had reported that they were confident home cooks. However, the REHIS course can be tailored to cover cooking skills that might not be commonly used at home and that are useful for catering or teaching. For example, CLAD used the REHIS requirement of being able to adapt recipes to teach the volunteers how to tailor recipes to food allergies, preferences and larger groups.

How did the trainers deliver the course?

Timing and length of course

Four trainers ran a six- or eight-hour course over two sessions; two of these said that they would prefer to run the course over three or four sessions in the future. Both explained that the participants who they worked with found it difficult to focus on the course requirements for three or four hours at a time. Four organisations ran the course for longer than ten hours.

mini case study

Supporting participants with less confidence by running an extended course

Fallin Nursery and Out of School Care (Fallin Nursery & OSC) provides support for families as well as education and care for children aged 0 to 14. It recruited four parents to attend the REHIS course, two of whom completed it. (One parent found a new job and was no longer able to attend.)

The nursery planned to include parents who had little or no experience of cookery or food preparation, delivering the course over seven weeks, two to two and a half hours each week. Three members of staff took turns to support the trainer to deliver the course and provide a crèche for the children. The trainer began each session by talking through, and demonstrating, some of the skills required for each recipe and discussing how it could be adapted to suit different tastes or available foods.

One recipe was covered at each session. Participants mostly followed the same recipe unless they had missed a session and wanted to learn a recipe from a

previous week. Over the seven weeks, the parents were able to develop new skills, such as chopping vegetables safely; learning how to cook chicken safely; using scales; following a written recipe; and reheating food. The participants also learned about food labelling, the eatwell plate and how to reduce salt and sugar consumption.

Throughout the course, parents reported back on recipes they had made again at home and the trainers observed their enthusiasm as their skills and confidence developed. By the end of the course, the evaluation questionnaires showed that both of the participants' confidence had increased and both could complete all the tasks required for the REHIS assessment without any prompting. One participant had started to explore the availability of cooking courses at college.

Fallin Nursery & OSC is planning to deliver the course again. The length of the course will depend on the needs of the participants. In future the trainer plans to deliver one or two non-cooking sessions within the nursery premises and to hire a venue with more kitchen space for the rest of the course.



Trying out two different ways of running the course

Healthy Valleys is a healthy living centre in rural south Lanarkshire. It provides around 15 cooking courses each year, which are mostly delivered by trained volunteers. It received funding to run two cooking courses and tried out two ways of delivering the course.

Course one was with parents of school-aged children, most of whom were

confident in their cooking skills. Course two was for young people who had various levels of cooking skills. Both courses were delivered over eight hours. The course for the young people was delivered over two sessions and the parents' course was delivered over four sessions.

The trainers reported that they would not wish to run the course over two sessions again; the course was too intense for the young people and some found it difficult to concentrate for four hours. In future, Healthy Valleys would run the course over three or four sessions and extend this if necessary.

How the trainers structured the course

The trainers and organisations, with one exception, delivered the REHIS course as a complete, stand-alone course. That is, they recruited participants specifically for the course and emphasised that a commitment was required from them to complete it. **Ace Cornton**, however, used a different model, delivering its usual 'cooking on a budget' course and ensuring that this covered all the REHIS requirements. After a few weeks, participants were selected to undertake the REHIS assessment during the remainder of the course.

This flexible approach might suit a wide range of organisations, particularly if they work with participants over a long period and can easily integrate the REHIS course requirements into their regular activities.

case study

Incorporating the REHIS course into an existing cooking course

Ace Cornton is an adult education centre operating in a low-income area of Stirling. It runs six cooking on a budget courses each year as part of its adult learning programme.

About the course participants

The cooking on a budget course was open to anyone in the local community. Some people were referred by agencies, and others self-referred. Five people attended the course: four men, two of whom had learning disabilities; and one woman. Two of the men (one of whom had a learning disability) completed the REHIS element of the course.

Course structure

Ace ran its regular cooking on a budget course, and a few sessions into this decided which participants would be ready to undertake the REHIS course and assessment. Those considered not yet ready were assured that they would have another opportunity to complete the

course at a later date. The cooking on a budget course ran for six two-and-a-half-hour sessions.

The group made a range of recipes at each session; this usually included a soup and a main meal and often a baked dessert or snack. Some of the recipes were prepared individually; some were cooked as part of a group. Weighing and measuring was taught using cup and spoon measurements, instead of scales. The group ate together at the end of each session.

The two men chosen to take part in the REHIS course started to be assessed unobtrusively from the third session. Both men chose recipes for the final week that would complete their assessment. They were also encouraged to make more than one recipe, using a range of techniques. The trainers ensured that the recipes they chose would cover any remaining skills required for the REHIS course.

Trainers and resources

One of NHS Forth Valley's community food workers led the course, with support from two of the Ace volunteers. One of the volunteers plans to lead the courses in the future, with support from

other volunteers. The course took place in the centre's small catering kitchen and an adjacent room.

The impact of the course and staff views about the long-term plans for the course

The accredited cooking course is a useful addition to the range of accredited adult courses that are currently provided by Ace. It plans to run the REHIS course

in the future and will continue to incorporate this into its regular cooking on a budget course, selecting participants to undertake the assessment after they have attended a few sessions. Ace will consider extending the length of its cooking on a budget course so that more participants will be able to take part in the assessment. However, it will need to consider how it can source funding to cover the costs of the REHIS certificate.



Recipes, weights and measures

A minimum of two recipes plus an accompaniment must be taught on the REHIS course. The fewest number of recipes used by any trainer was five. Those running longer courses taught many more. The REHIS pack provides a selection of recipes and an example of how some of the recipes meet the assessment criteria. Trainers used a mixture of REHIS recipes, their own recipes and participants' recipes. A few trainers encouraged participants to choose recipes for most or some of the sessions. All trainers made sure that recipes helped participants to meet the course criteria.

Participants must be able to follow written, pictorial or verbal instructions. Nearly all the trainers encouraged participants to learn how to follow a written recipe; some participants needed more support with this to ensure that they followed the methods, step by step. Several used a mixture of written and verbal instructions.

Participants must be able to weigh and measure foods using scales or cups and spoons. Nine trainers taught participants to use scales. Some demonstrated how to convert weighed measurements to cup or spoon measurements. Trainers who supported people attending their course with learning disabilities or visual impairments taught these participants to measure using cup or spoon measures.

Trainers used around 40 different recipes between them

A word cloud containing the following recipes:

- bruschetta
- pasta
- carrot cake
- noodles
- chicken goujons
- poached pears
- macaroni cheese
- stir-fry
- fruit crumble
- moussaka
- chicken fajitas
- stuffed fish
- custard
- tomato soup
- salsa
- low-fat cheesecake
- rice pudding
- vegetable soup
- rice
- potato wedges
- chicken casserole
- chicken
- pancakes
- clottie
- dumpling
- salsa
- fruit cake
- scones
- fish pie
- chicken
- vegetable
- hotpot
- pizza
- banana cake
- soup
- sponge pudding
- vegetable chili
- stew
- shortbread
- coleslaw
- salad
- fruit cake
- sweet-and-sour chicken
- vegetable curry
- lentil soup

Teaching and assessment

Some trainers added extra elements to the course. For example, **Clarity Nutrition** in Glasgow used a professional chef to teach knife skills to the young carers taking part. **Urban Roots** in Glasgow used herbs from its community garden to explore new tastes and smells. All trainers used the requirement for participants to be able to adapt recipes in ways that suited the participants' needs, such as teaching them to use leftovers, making recipes 'healthier', or adapting to different diets or missing recipe ingredients.

Several trainers made time at the end for the participants to sit down and eat or share the food that was prepared. Participants prepared meals in pairs, small groups or individually. Trainers who taught the course to pairs or groups said they had to manage this differently to their usual courses so that participants had the opportunity to develop and demonstrate all the assessed skills.

Most trainers did not begin assessing individuals until after they had attended at least one session. This allowed the trainers time for teaching and to observe participants' level of skills. All participants were aware of the requirements of the assessment, but most trainers assessed participants unobtrusively. Some trainers conferred with colleagues to ensure that they agreed whether or not a participant had demonstrated the skill required.

Challenges with the assessment

Formal assessment was a new challenge for some of the trainers; however, most were able to do this without any difficulties. All participants who attended the whole course met the assessment criteria.

Trainers' concerns about the assessment included:

- Deciding when a meal was an acceptable standard (some trainers concentrated on food being safe to eat, others gave feedback by tasting the food).
- Issues about a participant passing parts of the assessment and then requiring prompting later on (trainers should ensure that participants no longer require any prompting for the essential criteria of the course).
- Participants being absent for parts of the course.

Most trainers recruited participants who they thought would be capable of and committed to completing the course. Most of the participants who did not complete the course dropped out before the last session. A number of trainers were concerned about how they could support participants who missed parts of the course. Some planned to support them by inviting them back to attend additional sessions, but others said they would not have the capacity or funding to do this.

mini
case
study

Mini case study: solving the challenge of participants missing sessions

Edinburgh Cyrenians runs the Good Food programme. This work includes teaching over 200 cookery classes to vulnerable individuals each year.

The two main cooking trainers delivered the REHIS course together to ensure that future courses could be taught and assessed by either of them consistently.

They taught the course over four sessions. One participant missed the third session; however, after discussion the two trainers concluded that she was able to pass the course, as she had demonstrated all the skills required over the three sessions that she had attended. However, another participant missed the final session. As this session consolidated the learning from the previous sessions and included new elements of the course, the trainers felt that this participant would not be able to pass the assessment. They invited him to attend a one-to-one session to be assessed for the final part of the course that he had missed to give him an opportunity to gain the certificate.

Resources, facilities and trainers required for the course

Trainers and other support

Most of the trainers did not deliver the course alone, but had support from other staff, volunteers or carers. This is how most of the trainers usually deliver their cooking courses. As the REHIS course requires both teaching and the formal assessment of individuals, more trainer input may be required.

The trainers agreed with the level of experience or training required by REHIS to teach the course. All agreed that it is important that the course is accredited and is taught by suitable trainers.

What facilities and equipment did they need?

Most trainers managed to deliver the REHIS course using facilities that they normally use. Many use facilities with just one or two ovens or cookers available and supplement these with portable hobs. Two trainers had to make changes to their usual practice in order to meet the REHIS course criteria. Both often deliver courses in community venues without suitable access to an oven. As using an oven safely is a course requirement, one trainer bought portable ovens and plans to use these in future REHIS courses. The other said that she would prefer to only hire venues with access to suitable kitchen facilities. One group reported that they planned to buy more kitchen equipment, such as scales, because they found there was not enough time for participants to share these when they delivered the course over eight hours.

case study

Trying out the course with two different groups

North Glasgow Community Food Initiative (NGCFI) was established in 2002. It provides a wide range of food-related activities throughout the area, including the delivery of 20 cooking courses each year. NGCFI ran two funded REHIS cooking courses: one course was run on their own premises and the other was delivered for another organisation.

About the course participants

Course one was attended by four women, all of whom had attended a NGCFI cooking course before. They had various backgrounds and skill levels. All of the women completed the course.

Course Two was delivered to a parents group supported by another organisation. Five women and one man started the course and four women and the man completed it. The trainer had few details about the parents' cooking skills level prior to the course, but most had little experience of cookery.

Course structure

The first course was delivered over three sessions. The first session lasted two hours and the next two sessions lasted three hours each. The second course was delivered over four sessions of two hours. Each first session began with knife skills and hygiene and every participant learning to make soup. In the following sessions the participants were encouraged to follow the written recipes themselves with support if required. The group were taught to use both scales and cup and spoon measurements. The trainer chose some of the REHIS recipes and others that were more complex than she would normally use, such as stuffed baked fish and moussaka. She assessed participants throughout all the sessions by observing them while they were preparing the food and completing the assessment sheet.

Trainers, resources and facilities

Course one was led by one trainer, with support from a staff member. The trainer delivered course two alone, although support workers from the host organisation were available at the venue and could be called upon if necessary. Both courses were delivered in facilities without access to cookers.

NGCFI regularly delivers courses to groups without kitchens or that have small kitchens. It transports all the equipment it needs, including portable induction hobs. It purchased small portable ovens for this course to meet the accreditation requirement to be able to use an oven safely.

The impact of the course

The participants for course one completed pre- and post-course questionnaires. Three of the four women had increased confidence and skills, including being able to follow a simple recipe, food budgeting and reducing food waste. Course two participants provided feedback comments at the end of their course which highlighted the recipes that they had enjoyed.

Trainer views about long-term plans for the course

The trainer's views of the course were positive. She considered the course to be a useful way to provide a consistent structure to community cooking courses. She did not find supporting a small group of inexperienced participants to complete the REHIS course too challenging.

NGCFI has to overcome two main challenges to rolling this course out more widely across the area: it will need to consider issues around the future funding of REHIS cookery courses and ensure that adequate numbers of NGCFI cooking trainers are eligible to teach the course.

What difference did the course make to participants or their communities?

All trainers evaluated the courses. Ten asked participants to complete pre- and post-course questionnaires. Some took observation notes in addition to questionnaires and some asked for comments at the end of each session or gathered information informally.

Most of the trainers who used pre- and post-course questionnaires reported that most participants rated their confidence around cooking skills higher at the end of the course than at the beginning. Participants also provided a wide range of positive comments in their questionnaires, indicating that they had gained skills and confidence, or made changes to their diet or their food shopping.

All trainers reported observing that some participants had developed new skills, confidence or an increased interest in food and health.

Four organisations used the course as a way of assessing, or supporting, the development of volunteers' or trainees' involvement in a café, a lunch club or a cooking club. All were positive about the impact the course had had on their organisation's capacity. The course provided a set standard of cooking skills and food hygiene knowledge for these participants.

The impact of the course on a lunch club for older people

Dundee Healthy Living Initiative (DHLI) was established in 2003. Its programme includes delivering between six and eight community cooking courses each year. DHLI's current work includes supporting a group of volunteers to establish a lunch club for older people.

About the course participants

The lunch club volunteers, mostly women, came from a range of backgrounds; some were confident about their cooking skills, but most were not. Seven of the eight volunteers completed the course.

Course structure

Two trainers ran the course over a period of four sessions, each lasting two hours. The volunteers mainly worked in pairs, taking turns with tasks in order to learn and then demonstrate skills. The trainers observed the volunteers' existing level of skills during the first session, particularly their ability to follow a recipe and their knife skills. The trainers used the second

session to teach skills that had been identified as lacking in the first session. The remaining sessions were used for both teaching new recipes and skills, and assessing individual volunteers. One trainer undertook responsibility for the assessment. Seven written recipes were used over the four sessions, including the trainers' own recipes. Cup and spoon measurements were used instead of scales.

Trainers, resources and facilities

One trainer led on planning and assessing the course. It was taught in the kitchen and adjacent room of the lunch club. One full-sized cooker was available; portable hobs were used so that the volunteers had adequate space to prepare food.

The impact of the course

Six volunteers completed pre- and post-course questionnaires. These indicated a slight increase in their confidence around cooking skills. One woman with learning disabilities reported that she no longer bought ready-prepared vegetables because she was confident to safely chop her own; she was pleased that this also cost less. The trainer reported that the course has benefited the lunch club as it has encouraged more of the volunteers to work in the kitchen. Prior to the

course, some were less confident about taking part in the food preparation, or were concerned about being too slow at some tasks. Because the volunteers were required to learn and demonstrate skills for the accreditation, they were not tempted to help each other out to speed up the food preparation process.

Trainer's views about the course

The trainer reported that this course had required a different approach. She chose all the recipes prior to the

course to ensure that all the cooking techniques would be covered. Usually the participants choose some or all of the recipes. Overall, the aims of the REHIS course are similar to those run by DHLL. She believes it will be beneficial to those they work with, many of whom have few qualifications or negative experiences of school. In future, the trainer is considering running the course over six sessions instead of four; she may also use fewer recipes in order to provide a more relaxed pace.

case study

The impact of the course on a community café

Let's make it better is a mental health charity in Stirling run for its members. It runs the **Sunlite Café**, which is open to the public. Members of the charity experience severe or enduring mental health challenges.

About the course participants

The members are encouraged to get involved in volunteering for the café. Nine

were encouraged to complete the REHIS cooking course. A new member of staff also completed the course.

Course structure

The trainer ran the course three times. Each course was delivered over four sessions, each lasting four hours. The members worked in pairs or groups of three. The food prepared by the group was sold in the café, so the trainer had to ensure that it met the standard required. The members also ate some of the food for their lunch.

The first session was used to cover food hygiene and the members were given written materials to take home and read. They also made soup. In the second and third sessions, the members learned to make a wide range of dishes and to adapt recipes by changing the quantities and using different ingredients. They used written recipes and learned to use scales and convert these measurements into cup and spoon measurements. In the final session, the members prepared three of the recipes again, in pairs, and without any support from the trainer.

This session was used to complete the assessment of the members, although the trainer had observed the members' skills and carried out assessment during all of the earlier sessions.

Trainers, resources and facilities

The café co-ordinator delivered the training for the course, which took place

in the café kitchen in January, a quiet time for business. The café has a small catering kitchen and space for up to six people to prepare food.

The impact of the course

The trainer reported that all the members have gained confidence and are more interested in learning about food. They ask more questions about recipes and ingredients and report on recipes they have tried at home. This increase in confidence and skills has had a positive impact in the café, with more volunteers available to prepare meals and snacks to an acceptable standard.

Trainer views about long-term plans for the course

The trainer plans to run the course in the future and is considering providing the course to other organisations, charging a fee to generate income for the café.

Conclusion

All the trainers, many with years of experience of running their own cooking courses, were overwhelmingly positive about the REHIS course. Their views indicated that the course provided a useful structure and consistency to teaching cookery skills, yet enough flexibility to support participants with various levels of skills to complete it successfully. This flexibility allows trainers to deliver the course to as few participants as they wish over many weeks – useful for participants with little confidence or a learning disability. Overall, this was the preferred option among trainers. Alternatively, they can teach the course in six hours over two or more sessions if participants have some cooking skills or are more confident. Around half the trainers planned to use fewer recipes, run additional sessions or recruit fewer participants on future REHIS courses. The course can be delivered as a stand-alone course or incorporated into an existing course or activity.

As with any cooking course, trainers must find funding if they plan to provide it without charging a fee. The REHIS course will cost slightly more than some cooking courses because the certificate costs £10 per participant. The limit of five participants per registered trainer means they might recruit fewer people than usual. Most trainers here planned to try and overcome any issues they might have with funding to ensure the course was available to some, or all, of their participants.



Useful websites

Community Food and Health (Scotland)
www.communityfoodandhealth.org.uk

Food Standards Agency 'eatwell plate'
www.eatwellscotland.org

REHIS
www.rehis.com

Who we funded

Ace Cornton
<http://ace-cornton.org>

The Broomhouse Centre
www.broomhousecentre.org.uk/cafe-training.html

Clarity Nutrition
www.claritynutrition.co.uk

Community Learning and Development
Falkirk
www.falkirk.gov.uk

Dundee Healthy Living Initiative
www.dundeehealth.co.uk

Edinburgh Cyrenians Good Food Programme
www.cyreniansgoodfood.org.uk

Fallin Nursery and Out of School Care
www.stirling.gov.uk

Garioch Community Kitchen
<http://gariochcommunitykitchen.org>

Healthy Valleys
www.healthyvalleys.org.uk

Let's make it better Sunlight Café
www.lmib.org.uk/home

North Glasgow Community Food Initiative
www.ngcfi.org.uk

Perth and Kinross council/NHS Tayside
www.pkc.gov.uk
www.nhstayside.scot.nhs.uk

Urban Roots
www.urbanroots.org.uk



www.communityfoodandhealth.org.uk