

# Unit 11: Asian Food

<b>Unit code:</b>	<b>L/601/0477</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook Asian food, the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia and gain skills in preparing, cooking and reviewing Asian dishes.

## ● Unit introduction

Asian food plays an important role in the UK hospitality industry, and this unit introduces learners to the many types and styles of Asian food. Through structured research and investigation, learners will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of Asian food.

Learners will develop an appreciation of the historical influences and origins of a range of Asian food and the types of dishes that are prepared and cooked.

Learners will practise and develop their skills in the preparation and cooking of a range of Asian dishes from countries of their choice. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial as learners are expected to follow safe, professional and hygienic working practices.

The unit introduces learners to the process of reviewing and evaluating specific dishes that they have prepared and cooked and then proposing any appropriate improvements.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the equipment, commodities, storage and cooking methods required to prepare and cook Asian food
- 2 Know the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia
- 3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when creating Asian dishes
- 4 Be able to evaluate the quality of Asian dishes.

# Unit content

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## 1 Know the equipment, commodities, storage and cooking methods required to prepare and cook Asian food

*Large equipment:* conventional stoves; combination ovens; Chinese burner wok cookers; rice cookers; open ring stoves; griddles; salamanders; flare grills; tandoori ovens; deep fat fryers; atmospheric steamers; bratt pans; bains-marie; bamboo steamers; grinders; blenders; mixers; processors

*Smaller equipment:* clay pots; handis pans; tawa pans; makisu mats; mortar and pestles; chopsticks; rice bowls; thalis; woks; knives; cleavers; chopping boards

*Commodities:* rice; seaweed; herbs and spices; meat; fish; dried fish; vegetables; shellfish; poultry; fats and oils; breads; starches; fruit; nuts; seeds; pastries and confectionery

*Preparation methods:* methods eg peeling, chopping, blending, boning, skinning, blanching, refreshing, fruit and vegetable carving

*Storage methods:* fresh; chilled; frozen; dried; tinned; vacuum packed

*Cooking methods:* poaching; steaming; braising; stewing; frying; grilling; baking; roasting; pot roasting; stir fry; red cooking

## 2 Know the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia

*Historical influences on Asian food:* religion; geography; imports from other regions

*Styles of food:* countries eg India, Japan, China, Thailand, Burma, Korea, Vietnam, Malaysia, Indonesia, the Philippines

*Types of dishes:* dim sum; appetisers; salads; soups; sauces; snacks; fish; meat; side dishes; vegetables; vegetarian main dishes; desserts; fresh fruits; savouries

## 3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when creating Asian dishes

*Safety and hygiene:* personal hygiene; food safety; correct storage and labelling; cross-contamination; temperature monitoring; critical control points

*Preparation:* time planning; food orders; selecting and using appropriate equipment in a safe manner; demonstration of hygienic practices; safe storage after preparation

*Cooking skills:* methods; processes; timing; quality; selecting and using appropriate commodities and equipment

*Professional skills:* organisational; attitude; appearance; communication; teamwork

## 4 Be able to evaluate the quality of Asian dishes

*Evaluation techniques:* qualitative and quantitative; sources of information eg customers, colleagues, representatives of industry; dish analysis sheets; timing schedules; working methods; recommendations for improvement

*Quality criteria:* timing; appearance; taste; colour; texture; cost; presentation; feedback; recommendations

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> describe the equipment, commodities, and the storage, preparation and cooking methods used to prepare and cook different styles of Asian food [IE 1, 2, 3, 4, 5, 6]</p> <p><b>P2</b> describe the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asian countries [IE 1, 2, 3, 4, 5, 6]</p>	<p><b>M1</b> explain the influence of a style of Asian food on British food with reference to the equipment, commodities and cooking methods used</p>	<p><b>D1</b> analyse reasons for the changes in popularity of Asian food in Britain</p>
<p><b>P3</b> demonstrate safe, hygienic and professional food preparation and cooking skills when creating Asian dishes [RL 2, 3, 4, 5, SM 1, 2, 3, 4, 5]</p>	<p><b>M2</b> demonstrate creativity in the preparation and cooking of Asian dishes</p>	
<p><b>P4</b> use evaluation techniques to review Asian dishes. [EP 1, 3, 4]</p>	<p><b>M3</b> use quality criteria to review Asian dishes.</p>	<p><b>D2</b> evaluate own performance using quality criteria and make realistic recommendations for areas in which skills could be developed.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Professionalism in the hospitality industry is vital to the success of the hospitality business and to learners' future careers. Employers will expect recruits to show a professional attitude to their work, to themselves, and to their colleagues, customers and employers. Tutors must reinforce the importance of maintaining the right professional attitude, in terms of personal, social and technical skills and safe and hygienic working practices when working and communicating with others.

This unit has a practical component and focuses on the development of food preparation and cooking skills. Learners must have the opportunity to explore different styles of Asian food, as well as to develop a wide range of knowledge and practical skills. Dishes must be prepared and cooked to a standard that is acceptable to paying customers, although learners will need extensive support during the initial stages of delivery.

The evaluation of dishes, when they have been prepared and cooked, is an important element, and learners will initially need guidance on how best to do it. Later in the unit, learners should take greater control over the evaluation of dishes, while still involving the tutor as an informed observer.

For learning outcome 1, learners must recognise various pieces of large equipment including tandoori ovens, rice cookers, turbo woks and atmospheric steamers. Smaller items of cooking equipment include handis pans (large surface area saucepans) and tawa pans (griddle pans). Commodities used in Asian dishes are often very different from those used in traditional European cooking and visits to delicatessens, food halls, food wholesalers and distributors would give learners an insight into the range of produce available. Learners should have the opportunity to use appropriate large and small equipment in a practical situation and in addition, if possible, visit a large-scale catering business to observe specialist equipment being used. Partnerships with Asian restaurants would ensure learners have opportunities to see exactly how the equipment is used to prepare and cook specific menu items. This partnership could result in the restaurant putting on skills workshops and demonstrations within the learning environment for learners to experience specific styles of Asian food.

To achieve learning outcome 2, learners could research the characteristics of Asian food through the internet, recipe books and tutor-led discussions, and then identify menu examples for specific countries and styles of food. The historical influences on the dishes should be researched. The traditions and influences should be discussed and learners could then compile a list of appropriate dishes for specific Asian countries. It is not necessary to deal with every type of Asian food, or with every type of dish for each country, but it would be useful to deal with as wide a range of styles of food as possible and to highlight particular specialist dishes from specific countries.

Learning outcome 3 will need to be delivered within a practical environment and involves evidencing good practical skills alongside safe work practices and hygiene monitoring. Learners need to develop practical skills such as cutting, chopping, peeling, blanching and refreshing, together with basic cooking skills to create examples of Asian dishes.

Learners should build up evidence for this learning outcome through witness statements, digital photographs, monitoring records and tutor feedback from practical sessions. The feedback from the learner's peer group and feedback from customers or industry representatives from learning outcome 4 would also be appropriate sources of evidence.

Learning outcome 4 deals with quality criteria. It is important that learners develop a firm understanding of the techniques that can be used before they apply them to evaluations of their own and other learners' dishes.

Although this unit develops essential practical skills in food preparation and cooking, it could be delivered jointly with *Unit 5: Supervisory Skills in the Hospitality Industry*, offering the opportunity to organise and supervise a team in the preparation and cooking of Asian food. The application of evaluation techniques and quality criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit and the criteria for assessment.
Group discussion about equipment, commodities, storage and cooking methods used to prepare and cook Asian food.
Tutor to bring in food commodities and equipment relevant to the unit to demonstrate methods used to prepare and cook different Asian dishes. Learners could taste food commodities and photograph equipment for reference.
<b>Assignment 1 – Equipment, Commodities, Storage and Cooking Methods Required to Prepare and Cook Asian Food (P1)</b>
Learners produce a booklet about equipment, commodities, storage and cooking methods used to prepare and cook different Asian dishes.
Tutor-led discussion on the influences on Asian food.
Learners research a variety of different recipes for Asian food and collect a minimum of three different recipes to try out.
Demonstration by guest chef, showing preparation and cooking of Asian dishes.
<b>Assignment 2 – Historical Influences on Asian Food, the Styles of Food, and the Types of Dishes that Are Prepared and Cooked in Asia (P2, M1, D1)</b>
Learners do a presentation on historical influences on Asian food, styles of food and dishes that are prepared and cooked in Asia.
Visits to Asian restaurants to observe food preparation and cooking skills. Learners identify the timing needed for a variety of preparation and cooking methods and the safety and hygiene procedures.
Learners plan the dishes to be cooked – discussion on the range of dishes.
Cooking exercises – food preparation and cooking skills.
Learners prepare and cook Asian dishes that are well cooked, tasty, nutritious and visually pleasing – receive feedback.
Cooking practice with feedback from peers – and repeat practice.
<b>Assignment 3 – Preparing and Cooking Asian Dishes (P3, M2)</b>
Learners prepare and cook dishes for real customers.
Learners review the preparation, cooking and presentation of the dishes they have created.
<b>Assignment 4 – Evaluating the Quality of Asian Dishes (P4, M3, D2)</b>
Learners review dishes prepared and cooked for real customers.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, for example the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The sub-headings in this section mirror the opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

### P1 – P2 – M1 – D1

To achieve P1, learners need to identify and describe the types of equipment, commodities and methods used to prepare and cook various Asian styles of food. An example in Japanese cookery is a makisu mat (a bamboo mat/sushi rolling mat) and in Chinese food an example would be a Chinese burner (wok cooker). Learners will describe this equipment and identify its purpose. The criterion is designed to ensure learners have an appreciation of the different types of equipment and commodities available throughout Asia.

For P2, learners will describe the styles of food used in six Asian countries using at least two different dishes from each country. Recipes will be sourced and the specific ingredients, preparation methods and equipment identified. Evidence will make reference to the research sources. Learners will also identify any historical influences on the food for the dishes and countries chosen.

For M1, learners must explain how Asian techniques, commodities and cooking methods have been incorporated into mainstream British food and adapted. At this level, there is some expectation that learners will use independent research skills to generate evidence.

For D1, learners are expected to analyse why there has been such an upsurge in the popularity of Asian food and how and why the food has changed in recent years. They will also include an analysis of some of the underlying causes of these changes such as holidays, public demand, year-round availability of produce, takeaway restaurants, Asian food stores and increased interest in healthy eating.

### P3 – M2

For P3, learners will apply the knowledge about different Asian food in order to prepare and cook six Asian dishes. The six dishes may be from the same country or from different countries. Ideally, the dishes chosen will be from the same country/ies identified in P2. They must include examples of appetisers, main courses and vegetarian options, and, if applicable, must also include examples of desserts. For this criterion, learners must apply appropriate standards of hygiene, safety and professionalism while they are producing the dishes. It is therefore important that evidence is not restricted to outcomes (eg digital photos of the finished dishes) but that there is also evidence of the processes that learners have followed in producing the dishes. Appropriate evidence will be planning sheets, observation reports and feedback. It is expected that at pass level there will be appropriate tutor guidance and input to assist learners.

M2 builds on the skills shown for P3. For M2, it is not enough for learners to follow a well-known recipe; they will demonstrate creativity. For example, learners could take a traditional Asian dish and give it a modern style of presentation or interpretation such as a Taiwanese-style chicken Caesar salad or lychee and mango trifle. A further example could be chicken breasts stuffed with Paneer, a dish that has a typical Indian ingredient (Paneer), but is not a usual traditional Indian recipe. The evidence will be practical and will need to include an observation sheet supported by other forms of evidence, such as digital photographs or tasting notes.

### P4 – M3 – D2

To achieve P4, learners need to suggest evaluation criteria and techniques that will be applied to dishes that they or other learners have prepared and cooked. Not all techniques or criteria will be equally relevant. Learners will apply different techniques and criteria to different dishes, and will use each at least once.

For M3, learners will apply the techniques and criteria that they identified for P4 to at least six dishes. These criteria should be applied to dishes prepared and cooked by themselves, by other learners, or by professional catering organisations, eg Asian restaurants and takeaway businesses.

To achieve D2, learners must evaluate their own performance. This will be based on feedback and analysis of the dishes prepared and cooked, and will also, where necessary, incorporate other relevant areas, such as specific preparation or cooking skills. Areas of strength and weakness will be identified, and realistic suggestions for improvement should be made.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Equipment, Commodities and Methods Required to Prepare and Cook Asian Food	Learners take the role of food buyers for a large chain of hotels and need to produce a booklet for use with new staff.	Learners produce a booklet or other material for use with new staff.
P2, M1, D1	Historical Influences on Asian Food, the Styles of Food, and the Types of Dishes that Are Prepared and Cooked in Asia	Learners continue in the role of food buyers and create a presentation for use with new staff.	Learners create a presentation for use with new staff.
P3, M2	Preparing and Cooking Asian Dishes	Learners take on the role of chefs and have been asked to prepare and cook Asian dishes for a banquet.	Learners produce a leaflet of the recipes used including pictures of the dishes created.  Learners provide video evidence or photographs of dishes created.
P4, M3, D2	Evaluating the Quality of Asian Dishes	Learners continue in the role of chefs and are asked to review the dishes they prepared and cooked.	Learners produce material in suitable format – questionnaires, checklists.

## Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
	Food and Drinks Service
	The Principles of Food Safety Supervision for Catering
	Food Service Organisation
	European Food
	Contemporary World Food

## Essential resources

Commercial catering equipment is an essential requirement for the delivery of this unit to ensure learners have sufficient opportunity to demonstrate vocational competence. Research skills will need to be developed and supported by the tutor to ensure learners understand Asian cookery and its requirements.

## Employer engagement and vocational contexts

Partnerships with local restaurants, caterers and food distributors will help to support learners and ensure they have an understanding of the range of equipment, commodities and methods used in specific Asian food styles.



## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	P1 describing the equipment, commodities, and the storage, preparation and cooking methods used to prepare and cook different styles of Asian food P2 describing the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asian countries [IE 1, 2, 3, 4, 5, 6]
<b>Reflective learners</b>	P3 demonstrating safe, hygienic and professional food preparation and cooking skills when creating Asian dishes [RL 2, 3, 4, 5]
<b>Self-managers</b>	P3 demonstrating safe, hygienic and professional food preparation and cooking skills when creating Asian dishes [SM 1, 2, 3, 4, 5]
<b>Effective participators</b>	P4 using evaluation techniques to review Asian dishes [EP 1, 3, 4].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	evaluating own performance using quality criteria and making realistic recommendations for areas in which skills could be developed [RL 1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching Asian equipment, commodities and dishes
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching the historical influences on a specific Asian food
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>◆ text and tables</li> <li>◆ images</li> <li>◆ numbers</li> <li>◆ records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	planning the quantities of ingredients required to prepare Asian dishes
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the historical influences on a specific Asian food describing the style of food, the menus.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	