

# Unit 12: Contemporary World Food

<b>Unit code:</b>	<b>Y/601/0479</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 commodities used in contemporary world food and gain skills to plan menus, prepare, cook, present and review contemporary world dishes.

## ● Unit introduction

This unit introduces learners to a variety of innovative and contemporary styles of food from a broad spectrum of hospitality businesses. These may range from fashionable restaurants owned or franchised by celebrity chefs with large budgets and the ability to charge high prices, to schools and residential businesses such as care homes that have to meet strict budgetary constraints while maintaining nutritional balance and interest for the customer.

Learners will develop planning skills in the development of menus, which will then be prepared, cooked and presented to invited guests. This could involve a banquet menu suited to a special occasion in the academic timetable, or it might involve an extensive menu based on regional or nationally renowned ingredients. This is similar to chef's taster menus, which are found in many good quality businesses today. From this, they will develop a wide knowledge of a variety of modern styles of food and the ability to safely use equipment involved in its preparation and presentation.

Learners will have opportunities to develop practical skills in preparing, cooking and presenting locally, nationally and globally available commodities, following safe, professional and hygienic practices.

Learners will investigate how and where to obtain commodities required for the production of dishes, their seasonal availability, origins and cost and how to order them. The unit also introduces learners to the processes involved in evaluating and suggesting improvements to or modifying dishes, and will give them the opportunity to reflect on their skills and identify areas for future improvement.

## ● Learning outcomes

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

- 1 Be able to plan menus taking into account current developments in contemporary world food
- 2 Know the commodities used in contemporary world food
- 3 Be able to prepare, cook and present contemporary world dishes, using professional, safe and hygienic working practices
- 4 Be able to evaluate the quality of contemporary world dishes.

## Unit content

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### 1 Be able to plan menus taking into account current developments in contemporary world food

*Plan menus:* well-balanced; suitable for the business eg restaurant, hotel, hostel, school, residential home, prison; within financial constraints; nutritionally sound

*Current developments:* healthy eating (fresh ingredients, recommended daily intakes, special dietary requirements, additives, government initiatives, school menus); ethics and the environment (fair trade, local sourcing, food miles, organics); eating out (grazing, gastropubs, fusion menus, innovative menus, increased spending power)

### 2 Know the commodities used in contemporary world food

*Commodities:* meat (red, white); poultry; game (feathered, furred); fish (freshwater, salt-water); crustaceans; molluscs (bi-valve, uni-valve); vegetables; fruits; pasta; pastries; breads; regional and national specialities eg Parma ham, Rouen duck, stilton cheese, Welsh lamb, Scotch beef; seasonal availability

*Preservation:* frozen; chilled; dried; tinned; bottled

*Influences on British food:* climate; geography; history; imports from other regions

### 3 Be able to prepare, cook and present contemporary world dishes, using professional, safe and hygienic working practices

*Prepare:* researching contemporary dishes; composing balanced menus; compiling effective time plans; writing food orders; selecting and using appropriate equipment, commodities and methods

*Cook:* using appropriate methods, processes, timings and equipment

*Present:* presenting the finished product to specification (quality, quantity, appearance, correct temperature, within budget, within an appropriate timescale, ready to be served at the correct time and place)

*Professional, safe and hygienic practices:* professional attitude and appearance in correct uniform; effective communication; teamwork; safe and hygienic practices; compliance with relevant legislation; monitoring critical control points

### 4 Be able to evaluate the quality of contemporary world dishes

*Evaluation techniques:* collecting information; sources of information eg customer questionnaires, colleagues; feedback (qualitative, quantitative); dish analysis sheets; timing schedules; working methods; making reasoned judgements based on available information; recommendations for improvement

*Quality criteria:* timing; appearance; taste; colour; texture; cost

## 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> plan menus for different hospitality businesses taking into account current developments in contemporary world food</p> <p><b>P2</b> identify commodities that could be used in contemporary world food menus [IE 1, 2, 3, 4, 5, 6, CT 1, 5, 6]</p>	<p><b>M1</b> compare menus and commodities used in contemporary world food</p>	<p><b>D1</b> analyse the extent to which commodities have influenced contemporary world food trends</p>
<p><b>P3</b> demonstrate safe, hygienic and professional food preparation, cooking and presentation skills when creating contemporary world food [RL 2, 3, 4, 5, SM 1, 2, 3, 4, 5]</p>	<p><b>M2</b> demonstrate innovation when using technical skills to prepare, cook and present contemporary world food</p>	
<p><b>P4</b> use evaluation techniques to review contemporary world dishes. [IE 1, 3, 4]</p>	<p><b>M3</b> use quality criteria to review contemporary world 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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Learners may need extensive support during the initial stages of delivery but they must show self-reliance as the unit progresses. A professional approach to the hospitality industry is vital, and learners need to show professionalism in their attitude to their work, to themselves, staff, colleagues, guests and their employers. Tutors should actively reinforce the importance of maintaining the correct approach in terms of personal, social and technical skills, as well as safe and hygienic working practices when working and communicating with others.

This unit is primarily practical and focuses on the development of food preparation and cooking skills, the use of commodities in contemporary world food, their availability and alternatives, and menu planning.

To find out about the commodities used in contemporary world food, learners could visit retail or wholesale businesses such as London's Billingsgate or Smithfield markets or other regional distribution centres. Learners should also be given the opportunity to gather information from different sources such as their own part-time employment or work experience, previous courses, the internet, television programmes, books and magazines, meetings with professional chefs, eating out and any other pertinent way. This will enable learners to explore contemporary world food thinking and practice and to develop a wide range of knowledge and practical skills. These should be used when compiling and executing original and creative menus for different businesses in the trade. Learners should be encouraged to experiment with contemporary developments and trends, develop recipes, and be creative in their work, while keeping in mind traditional values, methods and ingredients.

The evaluation of dishes when they have been prepared, cooked and presented is an important part of this unit, and learners will initially need guidance on how best to do it and how changes or substitutions may be made when required. Later in the unit, learners should take greater control over the evaluation of dishes while still involving the tutor as an informed observer/mentor.

All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated outcomes. This unit could be delivered jointly with *Unit 5: Supervisory Skills in the Hospitality Industry*, offering learners the opportunity to organise and supervise a team in the preparation and cooking of contemporary world food.

## 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.
Tutor-led discussion about current developments in contemporary world food.
Learners research a variety of different recipes for contemporary world food and collect different recipes to try out.
<b>Assignment 1 – Planning Menus, Taking into Account Current Developments in Contemporary World Food (P1)</b>
Learners produce contemporary world food menus.
Tutor-led discussion about commodities used to prepare and cook contemporary world food dishes.
Tutor brings in food commodities relevant to the unit to demonstrate methods used to prepare and cook different contemporary world dishes. Learners could taste and photograph food commodities for reference.
Demonstration by guest chef, showing dishes that they would prepare and cook as contemporary world dishes.
<b>Assignment 2 – Commodities Used in Contemporary World Food (P2, M1, D1)</b>
Learners do a presentation on commodities used to prepare and cook dishes from around the world.
Visits to commercial kitchens producing contemporary world food to observe food preparation, cooking and presentation 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 produce contemporary world 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, Cooking and Presenting Contemporary World Dishes (P3, M2)</b>
Learners prepare and cook dishes for real customers.
Learners evaluate the preparation, cooking and presentation of the dishes they have produced.
<b>Assignment 4 – Evaluating the Quality of Contemporary World Dishes (P4, M3, D2)</b>
Learners review dishes prepared and cooked for real customers.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

Evidence should primarily be practical and assessed through observation of learners' skills in preparing and cooking a range of contemporary dishes from two different and contrasting areas of hospitality. Themed hospitality would provide an appropriate opportunity for learners to express their development within a production environment from one area, and inviting local pensioners to lunch could provide another realistic outlet.

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

The sub-headings in this section mirror the funnelling 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 must research and plan menus for two contrasting hospitality businesses, taking into account current developments and trends in contemporary cuisine. The businesses should be significantly different so that they would not normally have the same items on the menu. For example, one could be fine dining and the other could be meals for pensioners, school or prison lunches. Menus should be produced to a standard that is acceptable to paying customers or, in the case of a public or private institution, to an accepted budget (set realistically after research). The menus should also be balanced and nutritionally sound.

For P2, learners must identify commodities appropriate to the menus planned for P1. Learners should identify where they could find the commodities in the quantities required.

To achieve M1, learners should compare the menus produced for P1. For instance, learners may comment on different potential markets for the menus or on how different financial constraints have affected the commodities selected. The explanations given should take into account developments and trends in contemporary world food.

For D1, learners are expected to show an understanding of how the availability of different commodities influence food trends and how and why the food has changed in recent years. It could also include an analysis of some of the underlying causes of these trends such as holidays, public demand, modern farming, year-round availability of produce, political changes, eg accession of Eastern European countries into the EU and increased interest in healthy eating.

### P3 – M2

For P3, learners must demonstrate professional, safe and hygienic working practices and the skills required to prepare, cook and present three dishes from each menu in a 'live' situation with appropriate tutor and team support. Ideally, the menus produced should be those planned for P1. The menus must include examples of appetisers, main courses and vegetarian options, and desserts if applicable. The tutor should give learners a free hand to produce the menu of choice, but it is likely that the tutor will need to be available as a source of advice and guidance. Team support would come from other members of the same or related courses. The dishes produced must be of a standard and quality suitable to paying customers or, in the case of a public or private institution, to an accepted budget (set realistically after research). Dishes must be finished to specifications in terms of quality, quantity, appearance and temperature, within an appropriate timescale, and at the correct time and place.

M2 builds on the skills shown in P3. For M2, it is not enough for learners to follow a well-known recipe; they should demonstrate creativity. For example, learners could take a traditional dish and give it a modern style of presentation or interpretation such as a cucumber gazpacho soup served in a demitasse cup with a cucumber spear garnish. A further example could be orange panna cotta with orange segments and orange curd served with poppy seeds stirred through it and presented in a martini glass with a mixed citrus compote topping.

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 criteria and techniques that could be applied to dishes that they or other learners have produced. Not all techniques or criteria will be equally relevant. Learners could apply different techniques and criteria to different dishes, but should use each at least once.

For M3, learners should apply the criteria that they identified for P4 to at least six dishes. These criteria could be applied to dishes prepared and cooked by themselves, by other learners, or by professional organisations, eg canteens, restaurants, pubs.

To achieve D2, learners need evaluate their own performance. This should be based on feedback and analysis of the dishes prepared and cooked during this unit, but should also, where necessary, incorporate other relevant areas, such as specific preparation or cooking skills. Areas of strength and weakness should 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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Planning Menus, Taking into Account Current Developments in Contemporary World Food	Learners take the role of chefs in a local restaurant and need to produce the weekly menu for the restaurant.	Learners produce a menu.
P2, M1, D1	Commodities Used in Contemporary World Food	Learners continue in the role of chefs and create a presentation for use with new staff.	Learners create a presentation for use with new staff.
P3, M2	Preparing, Cooking and Presenting Contemporary World Dishes	Learners take on the role of chefs and have to prepare and cook contemporary world 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 Contemporary World 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 National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

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
Prepare, Cook and Finish Food	Food and Drinks Service
Contemporary World Food	Supervisory Skills in the Hospitality Industry
Service of Food at Table	Food Service Organisation
	European Food
	Asian Food

### Essential resources

Learners must be provided with appropriate food preparation and cooking facilities, equipment and food commodities. Learners would benefit from a realistic cooking environment.

### Employer engagement and vocational contexts

Tutors could arrange for employers to have learners observing practice within their kitchens or in the production of new menus. Tutors could also arrange for chefs to visit the centre to demonstrate various dishes that are associated with the assignments. There is vocational context within the assignments and the unit directly relating to the production and creation of food dishes within the hospitality industry.

## Indicative reading for learners

### Textbooks

Ceserani V, Foskett D and Campbell J – *Practical Cookery, 11th Edition* (Hodder Education, 2008)  
ISBN 9780340948378

Ceserani V and Foskett D – *The Theory of Catering, 11th Edition* (Hodder Arnold, 2007)  
ISBN 9780340939260

Crocker P – *The Vegetarian Cook's Bible* (Robert Rose, 2007) ISBN 9780778801535

Davidson A and Jaine T (Ed) – *The Oxford Companion to Food, 2nd Edition* (Oxford University Press, 2006)  
ISBN 9780192806819

Jaffrey M – *Simple Indian Cookery* (BBC Books, 2005) ISBN 9780563521839

Hom K – *Chinese Cookery* (BBC Books, 2009) ISBN 9781846076053

Ovenden F, Holmes S, Horne S and Wilson P – *BTEC First Hospitality* (Heinemann Educational, 2008)  
ISBN 9780435465285

Tyrer P – *Leiths Vegetable Bible* (Bloomsbury, 2008) ISBN 9780747597896

### Other publication

*Food hygiene: A guide for businesses 2006* – The Food Standards Agency

### Journal

*Caterer and Hotelkeeper* – Reed Business Information

### Websites

[www.bha.org.uk](http://www.bha.org.uk)

British Hospitality Association

[www.cateringnet.co.uk](http://www.cateringnet.co.uk)

Catering Net

[www.catersource.com](http://www.catersource.com)

Catersource – Education, products and news for caterers

[www.cookeryclub.co.uk](http://www.cookeryclub.co.uk)

Cookery Club – Information on recipes and nutrition

[www.eatwell.gov.uk/healthydiet](http://www.eatwell.gov.uk/healthydiet)

Food Standards Agency – Healthy diet

[www.exoticrecipes.com](http://www.exoticrecipes.com)

Exotic Recipes

[www.food.gov.uk](http://www.food.gov.uk)

Food Standards Agency

[www.people1st.co.uk](http://www.people1st.co.uk)

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

## 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>	<p>P1 planning menus for different hospitality businesses taking into account current developments in contemporary world food [IE 1, 2, 3, 4, 5, 6]</p> <p>P2 identifying commodities that could be used in contemporary world food menus [IE 1, 2, 3, 4, 5, 6]</p> <p>P4 using evaluation techniques to review contemporary world dishes [IE 1, 3, 4]</p>
<b>Creative thinkers</b>	<p>P1 planning menus for different hospitality businesses taking into account current developments in contemporary world food</p> <p>P2 identifying commodities that could be used in contemporary world food menus [CT 1, 5, 6]</p>
<b>Reflective learners</b>	<p>P3 demonstrating safe, hygienic and professional food preparation, cooking and presentation skills when creating contemporary world food with appropriate tutor support [RL 2, 3, 4, 5]</p>
<b>Self-managers</b>	<p>P3 demonstrating safe, hygienic and professional food preparation, cooking and presentation skills when creating contemporary world food with appropriate tutor support [SM 1, 2, 3, 4, 5].</p>

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>	<p>assessing own skills and making realistic recommendations for improvement [RL 1]</p>
<b>Effective participators</b>	<p>reviewing contemporary world dishes, making recommendations for improvement [EP 4]</p> <p>assessing own skills and making realistic recommendations for improvement [EP 4].</p>

## ● 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 contemporary world foods, finding recipes and necessary equipment
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching contemporary world dishes
<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>	presenting information regarding dishes, recipes and methods for production
Bring together information to suit content and purpose	identifying a method of presenting various pieces of information for one presentation
Present information in ways that are fit for purpose and audience	presenting information to fellow learners and others present
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	changing ratios and quantities of food commodities when creating dishes and modifying recipes
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	concluding the best ratios of ingredients and justifying the balance between ingredients
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting work to peers and others within a group
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information from texts to discover recipes and uses of different types of food commodities, gathering information about them
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reporting on findings, putting forward ideas and responses, evaluating and reviewing in a critical manner.