

Unit 10: European Food

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| Unit code: | A/601/0474 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of the equipment, commodities and methods required to prepare and cook European food, styles of food and types of dishes that are created in Europe and develop skills in preparing, cooking and reviewing European dishes.

● Unit introduction

European food encompasses a diverse range of traditions, from the Mediterranean to Scandinavia and from the Atlantic to the Balkans. Some of these foods have played a long-standing and important role in the UK hospitality industry, and their influence shows no signs of diminishing.

This unit will deal with the equipment, commodities and preparation methods needed to plan, prepare and cook a range of European dishes. Learners will develop an understanding of different types of European food and their specific influences and requirements.

Learners will have the opportunity to practise and develop their skills in the preparation and cooking of a range of European dishes, while ensuring that safe, professional and hygienic practices are followed at all times. They will be introduced to the process of reviewing and evaluating their dishes and then recommending any appropriate improvements. The application of evaluation techniques and quality criteria will make a valuable contribution to learners' future roles as supervisors in the hospitality industry.

Learners will consider the influence that other European countries have had on UK food and explore the factors that have promoted the incorporation of European food influences.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Know the equipment, commodities and methods required to prepare and cook different examples of European food

Equipment: conventional ovens; combination ovens; steamers; microwave ovens; rice cookers; bratt pans; flare grills; salamanders; bains-marie; griddles; deep fat fryers; hot smoking ovens; pasta machines; knives; chopping boards; mixers; blenders; processors; moulds

Commodities: meat; poultry; fish; vegetables; fruit; pasta; seafood; pastries; confectionery; breads

Methods: preparation methods (peeling, chopping, blending, boning, skinning, blanching, refreshing, coating and seasoning); cooking methods (roasting, braising, baking, poaching, frying, grilling, smoking, pot roasting, curing and stewing); storage methods (fresh, chilled, frozen, dried, tinned, vacuum packed)

2 Know the styles of food and types of dishes that are prepared and cooked in Europe

Influences on British food: climate; geography; history

Styles of food: countries eg UK, France, Spain, Portugal, Italy, Belgium, Greece, Germany, Russia, Poland, Switzerland, Hungary, Sweden and Norway

Types of dishes: types eg tapas, appetisers, salads, hors d'oeuvres, soups, fish, meat, vegetables, desserts, savouries and cheeses

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

Safety and hygiene: food safety and 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 practice

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 European dishes

Evaluation techniques: qualitative; 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>P1 describe equipment, commodities and methods used to prepare and cook different European food</p> <p>P2 describe characteristics of different European food [IE 1, 2, 3, 4, 5, 6]</p> | <p>M1 explain the influences of a style of European food on British food with reference to the equipment and ingredients now used</p> | <p>D1 analyse the extent to which different European food have influenced British food trends</p> |
| <p>P3 demonstrate food preparation and cooking skills that are safe, hygienic and professional in creating European dishes [RL 2, 3, 4, 5, SM 1, 2, 3, 4, 5]</p> | <p>M2 demonstrate creativity in the preparation and cooking of European-style food</p> | |
| <p>P4 use evaluation techniques to review European dishes. [IE 1, 3, 4]</p> | <p>M3 use quality criteria to review European dishes.</p> | <p>D2 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

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 demonstrate a professional attitude to their work, to themselves, and to their colleagues, customers and employers. Tutors must reinforce the importance of maintaining a professional attitude, in terms of personal, social and technical skills and safe and hygienic working practices.

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 types of European food, as well as to develop a wide range of knowledge and practical skills. Dishes must be prepared and cooked to a standard and quality suitable for 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 part of the unit, 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 be taught how to recognise specific pieces of large equipment such as combination ovens, salamanders and brat pans. Learners should have the opportunity to use large-scale equipment in a practical situation and also, if possible, visit a large-scale hospitality business to observe specialist equipment being used. Learners should develop practical skills such as peeling and blanching, together with basic cooking skills to prepare and cook examples of European dishes.

Learning outcome 2 requires learners to know specific influences, menus and dishes from various European countries. The characteristics of European food could be researched through the internet, recipe books and discussions, with learners then identifying menu examples for each country and describing the historical influences on the dishes. Traditions and influences should be discussed, and learners could then compile a list of appropriate dishes for each European country. It is not necessary to deal with every type of food, nor with every type of dish for each country, but it would be useful to deal with as wide a range of foods as possible and to focus on classic dishes for which the countries are best known.

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 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 customer feedback from learning outcome 4 would also be appropriate sources of evidence.

To achieve learning outcome 4, it is necessary for learners to undertake detailed reviews and evaluations of the dishes that have been produced and for this feedback to be used in a constructive manner to improve performance. This evaluation will need to involve both internal and external customer groups, and feedback will need to be analysed and presented in an appropriate format.

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 European 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 European countries and their traditional dishes. |
| Tutor-led discussion about the equipment, commodities and methods used to prepare and cook different European dishes. |
| Visit to a European restaurant for learners to look at different dishes produced and the equipment, commodities and methods used to prepare and cook them. |
| Assignment 1 – Equipment, Commodities and Methods Required to Prepare and Cook European Food (P1) |
| Learners produce a booklet about equipment, commodities and methods used to prepare and cook different European dishes. |
| Tutor-led discussion on the characteristics of different European food. |
| Learners research a variety of different recipes for European food and collect a minimum of three different recipes to try out. |
| Demonstration by guest chef, showing dishes that they would prepare and cook as European dishes. |
| Assignment 2 – Styles of Food and Dishes that Are Prepared and Cooked in Europe (P2, M1, D1) |
| Learners do a presentation on styles of food and dishes that are prepared and cooked in Europe. |
| Visits to commercial kitchens producing European food 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 European dishes that are well cooked, tasty, nutritious and visually pleasing – receive feedback. |
| Cooking practice with feedback from peers – and repeat practice. |
| Assignment 3 – Preparing and Cooking European Dishes (P3, M2) |
| Learners prepare and cook dishes for real customers. |
| Learners evaluate the preparation and cooking of the dishes they have created. |
| Assignment 4 – Evaluating the Quality of European Dishes (P4, M3, D2) |
| Learners evaluate 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 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

For P1, learners need to identify and describe the equipment, commodities and methods used to prepare and cook different European food. As an example, a raclette or pasta machine could be described and its purpose identified. This criterion is designed to ensure learners have an appreciation of the different types of equipment and commodities available throughout Europe. For this criterion, it is not necessary to link the equipment, commodities and methods to different countries' cooking.

For P2, learners should choose at least six different European styles of food, using at least two different dishes from each country as examples, describing specific ingredients, equipment and methods. Evidence should make clear reference to the research sources used.

For M1, learners must explain the influence of at least four European countries on British cooking over the last 25 years. It would be appropriate here for learners to show examples of how European techniques, commodities or methods have been incorporated into mainstream British food and adapted. At this level, there is some expectation that learners can use independent research skills to generate evidence.

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

P3 – M2

For P3, learners should apply the knowledge about different European food in order to prepare and cook one dish from each of six different countries. Ideally, the dishes chosen should be from the same countries identified in P2. For this criterion, learners must apply appropriate standards of hygiene and safety 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 the learner has followed in producing the dishes. Appropriate evidence would be planning sheets, observation reports and feedback.

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 European dish and give it a modern style of presentation or interpretation such as a classic mushroom risotto flavoured with a sun-blushed tomato pesto and topped with a Parmesan tuille biscuit. A further example could be the dessert panna cotta but served with poppy seeds stirred through it and presented in a martini glass with a mixed berry 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 evaluation criteria and techniques that could be applied to dishes that they or other learners have prepared and cooked. 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 | Equipment, Commodities and Methods Required to Prepare and Cook European 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 | Styles of Food and Dishes that Are Prepared and Cooked in Europe | 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 European Dishes | Learners take on the role of chefs and have been asked to prepare and cook European 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 European 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 | Supervisory Skills in the Hospitality Industry |
| Service of Food at Table | Food and Drinks Service |
| | The Principles of Food Safety Supervision for Catering |
| | Food Service Organisation |
| | Asian Food |
| | Contemporary World Food |

Essential resources

Learners need appropriate food preparation and cooking facilities, equipment and food commodities. Learners would benefit from a professional cooking environment.

Employer engagement and vocational contexts

Employers could engage with learners by providing guest speakers to present or demonstrate European dishes. Learners would also benefit from observing the preparation of European foods within restaurants or hotels. There are many European style restaurants and it is a valid vocational exercise to prepare and cook foods in a European style.

Indicative reading for learners

Textbooks

Ceserani V, Campbell J and Foskett D – *Advanced Practical Cookery* (Hodder Arnold, 2006)
ISBN 9780340912355

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

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

Gillespie C – *European Gastronomy into the 21st Century* (Butterworth-Heinemann, 2001)
ISBN 9780750652674

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.cookeryclub.co.uk

Cookery Club – Information on recipes and nutrition

www.eatwell.gov.uk/healthydiet

Food Standards Agency – Healthy diet

www.europeancuisines.com

European Cuisines

www.food.gov.uk

Food Standards Agency

www.foodnavigator.com

Food Navigator – Food Ingredients and Food Science

www.people1st.co.uk

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

www.recipes4us.co.uk

Recipes4us – Recipes, cooking, preparing and growing food

www.uktv.co.uk/food

Good Food Channel – Recipes

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 ... |
|------------------------------|---|
| Independent enquirers | <p>P1 describing equipment, commodities and methods used to prepare and cook different European food</p> <p>P2 describing characteristics of different European food [IE 1, 2, 3, 4, 5, 6]</p> <p>P4 using evaluation techniques to review European dishes [IE 1, 3, 4]</p> |
| Reflective learners | <p>P3 demonstrating food preparation and cooking skills that are safe, hygienic and professional when creating European dishes [RL 2, 3, 4, 5]</p> |
| Self-managers | <p>P3 demonstrating food preparation and cooking skills that are safe, hygienic and professional when creating European dishes [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 ... |
|--------------------------------|--|
| Independent enquirers | <p>explaining the influences of a style of European food on British food with reference to the equipment and ingredients now used [IE 6]</p> <p>analysing the extent to which different European food have influenced British food trends [IE 4]</p> |
| Creative thinkers | <p>demonstrating creativity in the preparation and cooking of European-style food [CT 1, 5, 6]</p> |
| Reflective learners | <p>evaluating own performance using quality criteria and making realistic recommendations for areas in which skills could be developed [RL 1]</p> |
| Effective participators | <p>using quality criteria to review European dishes [EP 4]</p> <p>evaluating own performance using quality criteria and making realistic recommendations for areas in which skills could be developed [EP 4].</p> |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching information, collecting data and analysing food |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | |
| Manage information storage to enable efficient retrieval | storing assignment work, managing folders and sub-folders |
| Follow and understand the need for safety and security practices | gathering information and using email |
| Troubleshoot | |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching European foods, finding recipes and necessary equipment and influences of European foods on British foods |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching European foods, evaluating the fitness for purpose of the information and identifying beneficial pieces of information |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | presenting information regarding dishes, recipes and methods for production using images of food to present work and producing recipes with text and tables identifying procedures and timings |
| 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 ... |
|---|---|
| Mathematics | |
| 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 | modifying dishes, working with ratios for recipes and adjusting them to solve problems |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | checking weights of ingredients in order to maintain consistency of quality in their dishes |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | |
| Draw conclusions and provide mathematical justifications | |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | presenting work to fellow learners and others within a group allowing learners allow discussion to emerge following presentation, and learners present to contribute to the discussion |
| 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 explaining their opinions and reasons for their responses. |