

Unit 11: Contemporary Global Cuisine

Delivery guidance

Dishes from around the globe continue to play an important role in the hospitality industry and are served in businesses across the world. This unit aims to introduce your learners to the different styles and types of global cuisine, allowing them to research and plan menus that are authentic to their origins and meet the needs of the businesses in which they will be served.

This unit is also a practical unit where learners are required to cook a range of contemporary global dishes which they have planned, and demonstrate professional skills and behaviours. Learners are also required to evaluate their finished dishes using feedback and data from a number of sources.

To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, including the following.

- Discussions: for example, class and small group discussions on the history and influences of global food.
- Individual or group presentations: for example, to showcase the menus learners have produced.
- Demonstrations: to showcase preparation and cooking techniques.
- Videos: to illustrate, for example, different styles and types of global food.

Learners will benefit from the involvement of local hospitality businesses so that they can gain an insight into how they work. You could involve local employers by:

- inviting them as guest speakers
- asking them to be in the audience for learner presentations
- asking them to contribute to case study material
- asking them to mentor learners.

Approaching the unit

Learning aim A provides the basis for the unit. It allows learners to explore the history and influences on global food to discover the huge range of styles and types of food available. Learners may be familiar with some of the more prominent global cuisines; this unit will allow them to broaden their horizons and investigate the food from lesser-known countries. Learners develop research skills that will allow them to plan a detailed and balanced menu that reflects a range of global styles and types of dishes as well as meeting the needs of the customer and business.

Learning aim B is largely practical. Learners are introduced to equipment and commodities, preparation and cooking methods and professional skills through the delivery of practical food preparation and cooking sessions. Learners will develop a range of professional skills and attitudes which will enable them to prepare, cook and finish their proposed dishes to industry standards.

Learning aim C focuses on the evaluation of the cooked and finished dishes. Classroom theory lessons and practical sessions will equip learners with the skills required to design, collect and

collate feedback from peers, supervisors and customers. Then they will evaluate their dishes based on this. Learners will also use their feedback to make recommendations on how they could improve their dishes.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Research and plan menus that reflect current trends and developments in global cuisine	A1 History and influences on global food A2 Styles and types of global food A3 Traditional food outlets and menus A4 Balanced menus that meet the needs of the business and customer	Portfolio of research into current trends and developments from a range of sources. Planned menus that meet the needs of different businesses and customers.
B Demonstrate food preparation and cooking skills	B1 Equipment and commodities B2 Methods of preparing and cooking dishes B3 Finishing and presenting dishes	Preparation and cooking of dishes according to selected menu.
C Evaluate the finished dishes	C1 Evaluation criteria C2 Quality criteria C3 Apply feedback information	Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.

Assessment guidance

The recommended assessment for this unit is internal assessment, through a maximum of three assignments. Since learning aims B and C are linked the use of two assignments may be appropriate. The second assignment could cover learning aims B and C combined.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

For learning aim A, learners must show that they have carried out detailed research using a wide range of sources. It is recommended that this is evidenced through an annotated research portfolio, indicating the influences which have supported the development of the styles and types of global food. Learners will use their research to develop menus that are balanced in terms of texture, colour and taste. To achieve the higher grades, dishes must be nutritionally and financially sound to meet the needs of the business and customers. The businesses and customer will be defined by the assignment brief. Note that you can use the Pearson authorised assignment brief or design one of your own. Learners are required to independently carry out the research, build their research portfolio and plan their own menu.

For learning aim B, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in global cuisine and its requirements. Learners are required to demonstrate food preparation and cooking skills as well as professional skills and behaviours. BTEC assessors will complete observation records. However, observation records alone are not sufficient sources of learner evidence; they must also be supported by the original learner-generated evidence such as planning documents (for example recipes and timings) for the production of their dishes.

Learners are encouraged to use digital media to record practical activities. This includes audio and visual recordings. Good examples of recordings are accompanied by a spoken narrative explaining the activity that learners are carrying out. The recordings must clearly identify the individual learners and again must be supported by learner-generated evidence.

Whilst learners must independently demonstrate food preparation and cooking skills and professional skills and behaviours, the dishes cooked for assessment can be selected by the BTEC assessors to ensure that production is feasible. The dishes chosen should reflect the range of styles and types of global cuisines but it is not necessary to produce all of the menus developed by the learners.

For learning aim C, learners will have collected and used feedback to evaluate the dishes that they have prepared, cooked and finished. Learners could submit the evaluation and recommendations for improvement in the form of a report or presentation. They must collect the feedback independently and it must be attached to the learner's evaluations. Feedback form, such as comment cards, for example, can be designed collectively.

Getting started

This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.

Unit 11: Contemporary Global Cuisine

Introduction

Begin by providing an overview of the unit, what your learners will study and how they will be assessed. This delivery guide assumes that learners have no prior knowledge of preparing, cooking and finishing global cuisine.

Learning aim A: Research and plan menus that reflect current trends and developments in global cuisine

- You could start this learning aim by asking learners about the types and styles of global food that they have tried and their thoughts on the importance of and the demand for global food in the international hospitality industry. Ask learners to list as many popular global cuisines as they can.
- Expand discussion to include how climatic and environmental conditions determine the types and styles of food consumed. A world climate zones worksheet can be downloaded from the internet for learners to complete which will help their understanding.
- Ask learners to work in pairs to investigate how world religions have had an impact on global cuisine. They can give just a general overview. Learners should formally present their findings. You should confirm their findings with a brief presentation.
- A presentation will introduce learners to trade and industrialisation and facilitate a discussion. Briefly discuss how the industrial revolution started in the United Kingdom, spread across Europe, and then the rest of the world. Discuss how industrialisation has resulted in the migration of peoples across the world. Ask learners what they think the outcome of this movement was. Ask how they think the increase in urbanisation affected global cuisines. Expand this discussion to introduce the term 'globalisation'. Define this term and discuss the effect of globalisation on cuisine.
- Use a case study to illustrate the growth of global food brands. Burger King is a good example as they operate franchises in Africa, Asia, Europe, North and South America, Oceania and the Caribbean. This will illustrate how food can become global. You can find lists of countries where franchise agreements are in operation online. Design a worksheet to help learners to capture this information.
- Ask learners to consider how industrialisation has improved the quality of life for many people. Discuss the fact that as nations develop, quality of life improves as does people's incomes and leisure time. This leads to people travelling more and the income from travel and tourism contributes to sales revenues, profits, jobs and tax revenues within the host nation. Ask learners to consider how this affects the foods consumed by travellers and indigenous populations.
- Use a presentation to explain how the use of technology has made the world smaller. Discuss the use of social media as a way of informing people about different types of cuisine. Cover the impact technology has on shaping and changing consumer behaviour. Refer back to the Burger King case study to show how global brands can also affect consumer behaviour. This could be a good time to discuss current trends and developments in global cuisine as this may influence learners' choices of menu development.
- Define imperialism and colonisation. Ask learners to work in pairs to investigate imperialism and the impacts of imperialism on global cuisines. Learners to share their findings and discuss the influence of imperialism on the foods of those nations affected.

- Use a presentation to introduce the concept of sustainability. Define this term and ask learners to discuss how, in a global market, food can be sustainable. Use newspaper and magazine articles to illustrate current sustainability issues. As an extension activity, ask learners to write a short report on food sustainability.
- Using a worksheet to record their findings, ask learners to research the range of food outlets in which global cuisine is sold. Learners to share their finding with the class and discuss. Ask them to consider the differences between the dishes sold within each of these outlets. They could include: hotels, restaurants, pop-up/seasonal restaurants, cafés and coffee shops, takeaways and street food vendors. Discuss the different types of menu available within these outlets including: breakfast, lunch, dinner, afternoon tea, a la carte, table d'hôte, tasting menus and seasonal menus.
- Learners should work in pairs, to investigate a range of global cuisines. Each pair should investigate the cuisine of one country. They should investigate the styles and types of food traditionally available in each country and the historical reasons for these foods. Learners could consider the outlets in which the foods are typically sold so that their country profiles reflect the styles and dishes that are sold in different outlets to different types of customers. They should also cover the range of menus previously discussed for the countries they are researching. Ensure that learners examine a range of cuisines from across the world. It may be appropriate for you to choose these.
- Pairs should formally present their country food profiles to the class and the class can discuss the findings.
- Use example menus to discuss how foods from different world cuisines are 'fused' to make new cuisines or fusion food.
- Introduce the concept of a balanced menu. Ask learners to discuss the elements of a balanced menu. Discuss learners' suggestions. Confirm that these include:
 - taste
 - texture
 - colour
 - appearance
 - cost
 - seasonal
 - dietary requirements.
- In pairs ask learners to define what each of the elements of a balanced menu could mean in practice. You could design a worksheet that allows learners to capture their ideas. Discuss your learners' findings and agree on a definition for each element. Your learners will be able to use this information for developing their own menu proposals.
- Allow learners to practise planning and developing a menu that reflects current trends and developments in global cuisine. Provide formative feedback on learner's menus.
- Summarise the learning aim and check knowledge through a quiz or written test.
- Allow learners time to build their portfolios of evidence.
- Issue learners the assignment brief so they can start to plan their menus.

Learning aim B: Demonstrate food preparation and cooking skills

- You can start this learning aim by asking learners to research the large equipment used in the preparation and cooking of global cuisines. Discuss the use of each of these. You could design a worksheet to capture this information, especially if learners have no previous food preparation and cooking experience.
- Continue the theme by asking learners to research the small equipment used in the preparation and cooking of global cuisines. Discuss the use of each of these. You could design a worksheet to capture this information, especially if learners have no previous food preparation and cooking experience.
- Use demonstrations and practical preparation and cooking activities to teach the learners to use both large and small equipment. This could also be done through work experience.
- If possible, visit an international food store to show learners the range of commodities used in world cuisine. Follow this with a presentation to introduce learners to the main commodities, for example, grains, meat, fish, seafood, poultry, eggs, vegetables and fruit used in global cuisine. Ask learners to investigate where examples of each of these commodities are sourced, the main quality points and how these should be stored. Check learning and use a presentation to provide the same details for less common commodities.
- Use demonstrations and practical preparation and cooking activities to introduce learners to the different preparation methods and allow them to practise their skills.
- Discuss the main storage methods (ambient, chilled and frozen) and the temperatures and conditions that must be maintained in order to maintain hygiene standards.
- Continue to discuss the different preparation and cooking methods and techniques used in global cuisines. You could produce a series of worksheets that capture the details. Discuss and demonstrate each method and allow learners to practise these skills.
- Ask learners to list the skills and behaviours that they think all kitchen professionals should have. Learners to feed back, check responses and discuss:
 - organisational and time planning
 - attitude
 - appearance, uniform and personal presentation standards
 - maintenance of health, safety and hygiene
 - communication
 - teamwork.
- Discuss the different finishing methods and techniques used in global cuisines. Discuss and demonstrate each method and allow learners to practice their skills.
- Summarise learning for the learning aim by designing a written test to assess the learners' knowledge. Also test their professional skills and behaviour in a practical setting.
- Issue the assignment brief and assign time for practical assessments.

Learning aim C: Evaluate the finished dishes

- You can start this learning aim by introducing the learners to the concept of using evaluation criteria to determine the success of a product.
- Use a presentation to define 'qualitative' evaluation methods. Explain that qualitative data is collected through direct or participant observation, interviews, focus groups, case studies and from written documents. Analysis of qualitative data includes examining, comparing and contrasting, and interpreting patterns.

- Define 'quantitative' evaluation methods. Explain that quantitative data is collected through surveys, experiments or numerical analysis of other sources.
- Explain how both methods are used to evaluate products and services, providing examples of when each method is best used and why.
- Use a class discussion to decide the quality criteria against which the global dishes produced by the learners will be assessed. Some of the suggested quality criteria might not work for every situation, for example, customers cannot assess the cost of dishes and timings, as this can only be done by assessors.
- Discuss how appearance, taste, colour, texture and presentation can all be assessed by customers and should form the basis of all customer and peer reviews.
- Discuss the different ways that learners could collect feedback, including comment cards, reviews, supervisor/line manager/colleague feedback, dish analysis sheets and customer feedback.
- Use a presentation to illustrate what the feedback/comments cards should contain and how learners can collate the data and evaluate it.
- Provide examples of different types of feedback/comment cards if possible. Put learners into pairs and get them to design examples of a comment card and a dish analysis sheet to use for the evaluation of dishes.
- Learners can present their designs to the class for discussion. They could choose the best design to use for the learning aim C assignment tasks.
- Learners should taste the dishes they cook during their practice practical sessions. Learners could use comment cards and dish evaluation sheets to record their feedback. Learners can then use this feedback to practise writing their evaluative report. As an extension activity, learners can make recommendations to improve their dishes.
- Summarise learning for the learning aim and check understanding by checking practice evaluative reports. You could also provide a quiz to test underpinning knowledge.
- Issue the assignment brief and allow time for completion.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 12: The Cuisine of Your Country
- Unit 13: European Cuisine
- Unit 29: Asian Cuisine.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

The books below are a selection of textbooks that focus on a specific type or style of global cuisine, which will be useful when planning menus.

Booth, S., *Food of Japan*, Grub Street, 2002, ISBN: 9781904010210

Boundy, A. *Terrific Tapas Recipes: A Complete Cookbook of Snack & Appetizer Ideas!*, independently published, 2019, ISBN: 9781694193537

Brissenden, R., *South East Asian Food*, Grub Street, 2003, ISBN: 9781904010425

Chamberlain, L., *Russian, Polish & German Cooking*, Lorenz Books, 2017, ISBN: 9781844774548

Chamberlain, L., *The Food and Cooking of Eastern Europe*, Southwater, 2015 ISBN: 9781780194059

Hara, R., *International Cuisine: Japan*, Hodder Education, 2006, ISBN: 9780340905777

Hara, L., *The Japanese Larder: Bringing Japanese Flavours into Your Everyday Cooking*, Jacqui Small, 2018, ISBN: 9781911127628

Hom, K., *Foolproof Asian Cookery*, BBC Books, 2003, ISBN: 9780563488699

Hsiung, D., Simonds, N. and Halsey, K., *The Food of China* (The Food of Series), Whitecap Books Ltd, 2001, ISBN: 9781552852279

Jaffrey, M., *Madhur Jaffrey's Foolproof Indian Cookery*, 1st Edition, BBC Books, 2001, ISBN: 9780563537373

Ramsey, G., Abery, L. and Lee, E., *Gordon's Great Escape: 100 of my favourite Southeast Asian recipes*, HarperCollins, 2011 ISBN: 9780007267040

Ray, V., *The Best Greek Recipe Book*, independently published, 2019, ISBN: 9781080300143

Roden, C., *The Food of Spain*, Michael Joseph, 2012, ISBN: 9780718157197

Roux, M., *The Essence of French Cooking*, (1st Edition), Quadrille Publishing Ltd, 2014, ISBN: 9781849493802

Solomon, C., *The Complete Asian Cookbook*, Hardie Grant, 2017, ISBN: 9781743791967

Todiwala, C., *Mr Todiwala's Spice Box: 120 easy Indian recipes with just 10 spices*, Mitchell Beazley, 2016, ISBN 9781784721282



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Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.