



Unit 13: European Cuisine

Delivery guidance

Approaching the unit

European food continues to play an important role in the hospitality industry and is served in businesses across the world. This unit aims to introduce your learners to the different styles and types of European 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 European dishes that 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:

- discussions, for example, class and small group discussions on the history of and influences on European 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 European 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.

Learning aim A

This learning aim provides the basis for the unit. It allows learners to explore the history and influences on European food, to discover the huge range of styles and types of food available. Learners may be familiar with some of the more prominent European 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 which reflects a range of European styles and types of dishes to meet the needs of the customer and business.

Learning aim B

This learning aim 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. They 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

This learning aim 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. They will then evaluate their dishes based on this feedback. Learners will also use the 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 the styles of food and types of dish that are prepared and cooked in European countries	A1 History of and influences on European food A2 Styles and types of European food A3 Traditional food outlets and menus A4 Balanced menus that reflect local dishes and meet the needs of the business and customer	Portfolio of research into the different styles and types of European food from a range of sources. Summary of the history of European food. 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, cooking and finishing dishes B3 Professional skills	Planning documentation for each dish. Preparation and cooking of dishes according to selected menu. Photographs of finished dishes.
C Evaluate the finished dishes	C1 Evaluation criteria C2 Quality criteria C3 Feedback information	Evaluation of finished dishes using set evaluation techniques criteria to meet the needs of the business.

Assessment guidance

The recommended assessment for this unit is through three internally-assessed assignments, one for each learning aim.

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 European food. Learners will use their research to develop menus that reflect local produce and traditional cooking methods, and which 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 (as 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 opportunities to demonstrate vocational competence in European 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 original learner-generated evidence such as planning documents (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 must be supported by learner-generated evidence.

While learners must independently demonstrate food preparation and cooking skills and professional skills and behaviours, the dishes cooked 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 European 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 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 feedback independently and this feedback must be attached to the learners' evaluations. Feedback forms, for example, comment cards, can be designed collectively.



Getting started

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

Unit 13: European Cuisine
<p>Introduction</p> <p>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 European cuisine.</p>
<p>Learning aim A: Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries</p> <ul style="list-style-type: none">• You could start this learning aim by asking learners about the types and styles of European food they have tried and their thoughts on the importance of and demand for European food in the international hospitality industry.• Ask learners to list as many European countries as they can. Use a presentation, which includes maps, to introduce Europe geographically to your learners. Ask learners if they can identify the countries they listed on the map(s). YouTube has a 4-minute video in English entitled 'Map of Europe (Countries and Their Location)' which could also be useful.• Discuss the range of climatic and environmental conditions across the continent. Ask learners how they think these different conditions affect the styles and types of European food. YouTube has a 10-minute video in English entitled 'Europe Physical and Climate' that may be useful. It may be useful to design a worksheet to record this information.• Ask learners to work in pairs to investigate how the religions of Europe have had an impact on cuisine. They can just give a general overview. Learners should share their findings with the class and you should confirm their findings with a brief presentation. It may be useful to design a worksheet to record this information.• Give a presentation to introduce learners to the influence of trade and industrialisation on European food. Briefly discuss how the industrial revolution started in the United Kingdom and then spread across Europe, resulting in the migration of peoples across the continent. Ask learners what they think the outcome was of this movement of peoples and how it affected cuisine in Europe. Learners could present their findings in a brief written report.• Define imperialism and explain the early reasons for imperialism. Ask learners to work in pairs to investigate European imperialism, the countries involved and the extent of European involvement in other countries. Learners can share their findings and discuss the influence of imperialism on the foods of those nations affected. It may be useful to design a worksheet to record this information.• Ask learners to research the range of food outlets in which European cuisine is sold. Discuss learners' responses and ask them to consider the differences between the dishes sold at each of these outlets. Outlets 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. It may be useful to design a worksheet to record this information.• Give a presentation to introduce learners to the well-known styles and types of food available in European cuisine such as meze, tapas, crepes, strudel, goulash, pizza, wurst, schnitzel, gravlax, paella, fondue, etc.• In pairs, ask learners to investigate a European country. Assign a different country to each pair. Learners should investigate the styles and types of food traditionally available in that country and the historical reasons for these foods. Learners could consider the outlets in which the food is typically sold so that their menus reflect the styles and dishes sold in different outlets to different types of customer. They should cover the range of menus previously discussed for the country they are researching. There are 44 countries in Europe so there is plenty of scope for research.

- In pairs, learners should present their country food profiles to the class. Then lead a class discussion of the findings.
- Introduce the concept of a balanced menu. Ask learners to discuss the elements of a balanced menu. Discuss their suggestions and confirm that they include:
 - taste
 - texture
 - colour
 - appearance
 - cost
 - seasonality
 - 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 to allow learners to capture their ideas. Discuss learners' findings and agree on a definition for each element. Your learners will be able to use this information when developing their own menu proposals.
- Summarise the learning aim and check knowledge using a quiz or written test.
- Allow learners time to build their portfolios of evidence.
- Issue the assignment brief, so learners 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 European cuisines. Discuss the use of each piece of equipment. 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 European cuisines. Discuss the use of each piece of equipment. As with the large equipment, you could design a worksheet to capture this information, especially if learners have no previous food preparation and cooking experience.
- Use demonstrations and practical activities to teach the learners how to use both large and small equipment. This could also be done through work experience.
- Use a presentation to introduce learners to the main commodities – for example, grains, meat, fish, seafood, poultry, eggs, vegetables and fruit – used in European cuisine. Ask learners to investigate examples of each of these commodities, to include where they are sourced, the main quality points, and how they should be stored. Check learning and use a presentation to provide the same details for less common commodities. It may be useful to design a worksheet to record this information.
- Use demonstrations and practical activities to introduce learners to the different preparation methods and allow them to practise their skills.
- Discuss the main storage methods (ambient, chilled, frozen) and the temperatures and conditions that must be maintained in order to maintain hygiene standards. It may be useful to design a worksheet to record this information.
- Continue to discuss the different preparation and cooking methods used in European cuisine. You could produce a series of worksheets to capture the details. Discuss and demonstrate each method and allow learners to practise their skills.
- Ask learners to list the skills and behaviours that they think all kitchen professionals should have. Learners can share their ideas with the class and you should check their responses. Ensure you discuss:
 - organisational skills 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 in European cuisine. Discuss and demonstrate each method, allowing learners to practise their skills.
- Summarise learning for the learning aim by designing a written test of the knowledge learners have gained and a formative assessment of the professional skills and behaviours.
- 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 the term 'qualitative' evaluation methods. Explain that qualitative data is collected through direct or participant observation, interviews, focus groups and case studies, and from written documents. Analysis of qualitative data includes examining, comparing and contrasting, and interpreting patterns.
- Then 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, giving examples of when each method is best used and why.
- Use a class discussion to decide on the quality criteria against which the European dishes produced by the learners will be assessed. Some of the suggested quality criteria might not work for every situation. For example, only assessors – not customers – can judge the cost of dishes or timings.
- Discuss how appearance, taste, colour, texture and presentation can be assessed by customers and should form the basis of all customer and peer reviews.
- Discuss the different ways in which learners can 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/comment cards should contain and how learners can collate and evaluate the data collected.
- Provide examples of different types of feedback/comment cards if possible. Put learners into pairs and ask 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. (This would be the best design to use for the learning aim C assignment tasks.)
- Learners should taste the dishes they cook during their practice practical sessions. They can use the comment cards and dish evaluation sheets to record their feedback, then use this feedback to practise writing their evaluative report.
- Summarise learning for the learning aim and check understanding by reviewing practice evaluative reports and setting 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

- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of Your Country
- 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 Internationals in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Boundy, A, *Terrific Tapas Recipes: A Complete Cookbook of Snack and Appetizer Ideas*, independently published, 2019, ISBN 978-1-694-19345-2

Chamberlain, L (ed.), *Russian, Polish and German Cooking*, Lorenz Books, 2017, ISBN 978-1-844-77454-8

Chamberlain, L, *The Food and Cooking of Eastern Europe*, Southwater, 2015, ISBN 978-1-780-19405-9

Ray, V, *The Best Greek Recipe Book*, independently published, 2019, ISBN 978-1-080-30014-3

Roden, C, *The Food of Spain*, Michael Joseph, 2012, ISBN 978-0-718-15719-7

Roux, M, *The Essence of French Cooking*, 1st edition, Quadrille Publishing Ltd, 2014, ISBN 978-1-849-49380-2

This is a selection of textbooks that focus on a specific type or style of European food, which will be useful when your learners are planning menus. All are suitable for learners aged 16+.

Videos

- YouTube has a 4-minute video in English entitled 'Map of Europe (Countries and Their Location)' – This is a useful video which explains the geography of Europe.
- YouTube has a 10-minute video in English entitled 'Europe Physical and Climate' – This is a useful video which examines the topography and climate across Europe.

Websites

- European Route of Industrial Heritage – This is a useful resource for investigating the industrial revolution in Europe.

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.