



Unit 29: Asian Cuisine

Delivery guidance

Asian 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 Asian 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 Asian 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 the following.

- Discussions: for example, class and small group discussions on the history of and influences on Asian 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 Asian 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 Asian food to discover the huge range of styles and types of food available. Learners may be familiar with some of the more prominent Asian cuisines; this unit will allow them to broaden their horizons and investigate the food from lesser known countries.

Learners will use this knowledge to plan menus that reflect their origins but also meet the needs of the businesses and customers for which they are designed. Learners will develop research skills that will allow them to plan a detailed and balanced menu which reflects a range of styles and types of dishes to meet 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 the styles of food and types of dishes prepared and cooked in Asian countries	<p>A1 History of and influences on Asian food</p> <p>A2 Styles and types of Asian food</p> <p>A3 Traditional food outlets and menus</p> <p>A4 Balanced menus that reflect local dishes and meet the needs of the business and customer</p>	<p>Portfolio of research into the different styles and types of Asian food from a range of sources.</p> <p>Summary of the history of Asian food.</p> <p>Planned menus that meet the needs of different businesses and customers.</p>
B Demonstrate food preparation and cooking skills	<p>B1 Equipment and commodities</p> <p>B2 Methods of preparing, cooking and finishing dishes</p> <p>B3 Professional skills</p>	<p>Planning documentation for each dish.</p> <p>Preparation and cooking of dishes according to selected menu.</p> <p>Photographs of finished dishes.</p>
C Evaluate the finished dishes	<p>C1 Evaluation criteria</p> <p>C2 Quality criteria</p> <p>C3 Data sources</p>	<p>Evaluation of finished dishes using set evaluation techniques criteria to meet the needs of the business.</p>



Assessment guidance

The recommended assessment for this unit is internal assessment through three 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 Asian food. Learners will use their research to develop menus that reflect Asian 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 businesses and customers. The businesses and customers 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 Asian 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 (e.g. recipes or 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.

While 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 they are feasible. The dishes chosen should reflect the range of styles and types of Asian cuisine but it is not necessary to produce the entire menu 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 learners' evaluations. Feedback forms, for example comment cards, 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 29: Asian 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 Asian cuisine.

Learning aim A: Research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries

- You could start this learning aim by asking learners about the types and styles of Asian food that they have tried and their thoughts on the importance of and the demand for Asian food in the international hospitality industry.
- Ask learners to list as many Asian countries as they can. Use a presentation, which includes maps, to introduce Asia geographically to your learners. Ask learners if they can identify the countries that they listed on the map. YouTube has a 4-minute video in English entitled 'Map of Asia Continent (Countries and Their Location)' which could also be useful. Use a worksheet to capture this information.
- 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 Asian food. YouTube has a 15-minute video in English entitled 'Asia: Political Divisions, Location and Physical Features' that may be useful. Search the internet for 'Asian climatic map worksheet' and download and use.
- Ask learners to work in pairs to investigate how the religions of Asia have had an impact on cuisine. Learners can just give a general overview. Learners to present their findings. You should confirm their findings with a brief presentation.
- A presentation will introduce learners to how trade and industrialisation have impacted Asian food. Briefly discuss the impact of the 'Silk Road' and how post World War 2 industrialisation in Asia was dominated by the so-called Asian Tigers (Hong Kong, Singapore, South Korea and Taiwan) followed by China and India. Discuss how industrialisation resulted in the migration of peoples across the continent. Ask learners what they think the outcome of this movement of peoples was and how it affected cuisine in Asia.
- Define imperialism and ask learners to work in pairs to investigate imperialism in Asia. Learners can share their findings with the class and discuss the influence of imperialism on the foods of those nations affected.
- Ask learners to research the range of typical food outlets in which Asian cuisine is sold. Discuss learners' responses and 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. Discuss the different types of menu available within these outlets: breakfast, lunch, dinner, a la carte, table d'hôte, buffet and tasting. Use a worksheet to record this information.
- In pairs, ask learners to investigate different Asian countries. Learners should investigate the styles and types of food traditionally available in each country and the historic 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 that are sold in different outlets to different types of customers.



They should cover and collect the range of menus previously discussed for the country they are researching. There are 48 countries in Asia so there is plenty of scope for research. As an extension, learners could produce a short report of their findings.

- Pairs should formally present their country food profiles to the class and the class can discuss the findings.
- Introduce the concept of a balanced menu. Ask learners to discuss the elements of a balanced menu. Discuss their 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.
- Summarise the learning aim and check knowledge through a quiz or written test.
- Allow learners time to build their portfolios of evidence.
- Issue the assignment brief and learners can start to plan their menu.

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 Asian 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 Asian cuisines. Discuss the use of each of these. You could design a worksheet to capture this information, again, 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 Asian food store to show learners the range of commodities used in Asian cuisine. Follow this with a presentation to introduce learners to the main commodities, for example, the rice, noodles, seaweed, herbs and spices, meat, fish, dried fish, vegetables, shellfish and poultry found in Asian 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 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.
- Continue to discuss the different preparation and cooking methods used in Asian cuisines. You could produce a series of worksheets that capture the details. Discuss and demonstrate each method.
- Ask learners to list the skills and behaviours that they think all kitchen professionals should have. Learners can feed back and you should check their responses. Ensure you 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 Asian cuisine. Discuss and demonstrate each method; allow learners to practise their skills.
- Summarise learning for the learning aim by designing a written test for knowledge gained and a formative assessment of 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 or otherwise 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.
- Continue to 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 Asian 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 evaluate the cost of dishes and timings.
- 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 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/comments cards should contain and how the learners can collate the data collected 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 can 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 practise evaluative reports and giving 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 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of Your Country
- Unit 13: European 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

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

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

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

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

This is a selection of textbooks that focus on a specific type or style of Asian food, which will be useful when planning menus.

All books are suitable for learners 16+.



Videos

YouTube has a 4-minute video in English entitled 'Map of Asia Continent (Countries and Their Location)'

A useful video for explaining the geography of Asia

YouTube has a 15-minute video in English entitled 'Asia: Political Divisions, Location and Physical Features'

A useful video for examining the topography and climate across Asia

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.