

Hospitality

Entry Level 3: Basic food preparation (J/600/0711)

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Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of standalone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in PDF format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (ACs are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

Unit overview

This unit will introduce learners to basic methods of food preparation and encourage them to work safely and hygienically under supervision. Learners will develop the skills they need to prepare basic food items for cold presentation or for cooking, and will learn to use equipment safely and hygienically. They will also have opportunities to demonstrate basic planning and organisational skills.

This is a practical unit but some of the activities will help to develop learners' knowledge and understanding so that they are able to prepare food using a range of methods. Please note that all recipes are designed to produce four portions. Recipes can be revised to cater for personal preferences, allergies or dietary requirements if necessary.

Institutions must show that learners will have access to a suitable kitchen with all the equipment needed to meet the requirements of the unit. It is recommended that learners work through *y502/4808 Basic cooking* alongside this unit, so that they have the opportunity to prepare and cook food.

Learning and teaching activities in this unit

Resource sheet 1: Eat well

This worksheet is designed to stimulate discussion about different food groups (e.g. meat, fish, fruit and vegetables) and the importance of healthy eating. Ask learners to identify the different segments of the 'Eat Well' plate:

- 1 Fruit and vegetables
- 2 Bread, rice, potatoes, pasta
- 3 Milk and dairy foods
- 4 Foods and drinks high in fat and/or sugar
- 5 Meat, fish, eggs, beans

Encourage learners to consider the quality aspects of different food types – for example, fresh meat should have a good colour and no unpleasant odour, and should not be slimy to the touch.

You could also extend the discussion to cover the different ways in which food can be preserved and stored – for example, fresh, chilled, frozen, pre-cooked, dried, tinned, bottled. A 'walk and talk' around the kitchen may be useful at this point and can link to health and safety and food hygiene.



You may wish to discuss daily or weekly shopping costs and ways in which learners can combine food items to produce a range of healthy dishes. This will help learners to develop their maths skills and identify ways of shopping more economically (e.g. buying in bulk). If possible, visit local stores so that learners can see which commodities are available locally and practise reviewing food products in terms of quality and price. Alternatively, if you have internet access, ask learners to create an online shopping list using a supermarket website (see 'Useful resources' towards the end of this unit). This will be helpful when learners need to purchase ingredients for the recipes later in the unit.

Activity 1: Choose your ingredients

This activity will give learners a chance to select the correct ingredients for a recipe and can be linked with *y502/4808 Basic cooking*. A sample recipe is provided in Handout 1, but this can be adapted if necessary to suit personal preferences, budget considerations, dietary or cultural needs, the availability of seasonal ingredients, or the type of equipment available in your centre. Alternatively, you may choose a different recipe (or range of recipes).

Encourage learners to consider the quality aspects of the ingredients they have chosen and to give details about how each item has been stored and why this is important. For example, when choosing tuna for the salad recipe, a learner might make comments such as:

'I bought my tuna from the supermarket because it was on special offer and I know the quality will be good. I like to buy canned fish because it lasts for a long time as long as the tin is not opened.'

Learners will need to prepare a dish later in this unit so it would be sensible to ask them to purchase their ingredients as part of this activity. If you do this, you could ask them to provide their receipts as evidence for this assessment criterion.



Encourage learners to consider alternative ingredients and to justify why they would choose certain ingredients over others.

Resource sheet 2: What do you need?

Use this sheet as a starting point for a discussion about the different types of equipment available in a kitchen. If possible, take learners to the training kitchen, introduce them to the different types of equipment available, and show them where and how each piece of equipment is stored.

Discuss the different types of kitchen equipment shown in the spider diagram and consider:

- where they are stored
- what they are used for
- how they can be used safely
- hygiene issues (e.g. colour-coded chopping boards).

It is important to discuss the different types of knife (e.g. paring knife, serrated knife, cook's knife, bread knife, carving knife) and their uses. Encourage learners to use catalogues or the internet (if it is available at your centre) to identify other types of knife and equipment that are not available in the training kitchen.

If there is time, extend the discussion to include other types of equipment, both small (e.g. a potato peeler, scales) and large (e.g. hob, grill, oven, microwave). Demonstrate safe handling techniques so that learners can develop their knowledge and skills in using different types of equipment.

Activity 2: Choose your equipment

In this activity, learners should demonstrate that they can choose appropriate equipment and use it safely and hygienically to prepare the items listed in the recipe on the sheet. This activity can be linked with assessment criteria 1.3 and 1.4 and with *y502/4808 Basic cooking*.

As in Activity 1, the recipe and ingredients can be adapted if necessary to suit personal preferences, budget considerations, dietary or cultural needs, seasonal ingredients and the type of equipment available. Alternatively, you can choose a different recipe or recipes.

In order to complete this activity, learners should go to the training kitchen and choose the equipment they need, laying it out ready to use in their workspace. Aim to hold a one-to-one discussion with each learner, so that they can explain why they have chosen each item and how they will use it safely and hygienically.

As this is a practical activity, you should take photographs or complete observation records or witness statements as evidence that each learner chose the correct equipment for their recipe.

Resource sheet 3: In your fridge

Use this stimulus to discuss how different types of food should be stored. You may wish to cover:

- **how to position items within a fridge:** e.g. raw meat should always be below other food items so that liquid does not drip down and contaminate food below
- **the importance of covering foods:** e.g. cling film, tin foil, greaseproof paper, containers, plastic bags
- **the importance of labelling food:** e.g. state what it is, when it was made or purchased, when it will go off (if possible)
- **storage temperatures:** e.g. fridge below 5°C; freezer below –18°C
- **dry storage:** e.g. cool, well ventilated, clean, protected from pests; some vegetables should be stored in the dark
- **food hygiene regulations.**

Activity 3: How should you keep it?

This is a practical activity in which learners should demonstrate their ability to store food items correctly if they are not being used or cooked straight away.

Answers will depend on what each learner is going to prepare for Activity 5. It is important that learners:

- understand why food items should be covered and labelled
- understand how long food items can safely be kept
- know the correct storage temperatures for different food items.

Each learner should complete the table on the worksheet. The final row should be used to record information such as labelling requirements and how long the prepared food can be kept for.

Once they have filled in the table, learners should store the food they prepared, using the correct container, covering and storage location. As evidence for this criterion, you could record a one-to-one discussion with each learner in which they explain how and why they stored their prepared items.

Resource sheet 4: Cleaning safely

This activity is designed to introduce learners to typical signs and hazard symbols around the kitchen and make sure they understand what they mean. Discuss the signs and symbols shown and explain where they might be found. If possible, take learners into the kitchen and show them where cleaning products are kept and how they can be used safely.

Explain that many kitchens will have specific cleaning procedures that should be followed (e.g. a cleaning schedule). Discuss colour-coding systems for cleaning equipment and ask learners to suggest why they might be used.

Make sure learners understand the terms 'detergent', 'disinfectant' and 'sanitiser'. If possible, show examples of different types of cleaning product and discuss the differences between them (e.g. disinfectant versus antibacterial). You should also point out the differences between standard domestic cleaning products and industrial cleaning chemicals, and make sure learners know how to use these chemicals safely.

Ask learners to think about the ways in which different items can be cleaned (for example, washed by hand, washed in a pot wash or dishwasher). You can link this with assessment criterion 1.2 by discussing health and safety – for example:

- How should knives be placed in a dishwasher?
- Why should you avoid putting sharp knives in a bowl of washing-up water?
- What should you do if you notice any damage to equipment?

Activity 4: Cleaning up

In order to complete this worksheet, learners should work in groups to discuss the steps listed and decide on the correct order.

Assessment criterion 1.5 states that learners should clean work areas and equipment safely and hygienically, so this should be linked with Activity 5. Tutors must take photographs or complete witness statements or observation records while learners are working, as evidence for this criterion.

Resource sheet 5: Be hygienic

This sheet will introduce to learners the importance of good hygiene at all stages in the preparation and cooking process. This can be cross-referenced to *y502/4808 Basic cooking*.

Make sure learners understand what 'hygiene' is and what 'safety' means in the context of a kitchen. Learners could work in pairs or small groups to consider the five points in the flow diagram and identify the key tasks at each stage.

- **Prepare yourself:** wash your hands before touching anything; make sure your hair is tied back and covered; make sure you are wearing suitable clothing; use any necessary protective equipment; do not begin cooking if you are unwell.
- **Choose ingredients:** make sure ingredients have been stored correctly; make sure ingredients are fresh, in date and of good quality; wash your hands between handling different types of ingredient.
- **Choose equipment:** consider the tasks involved; consider health and safety (e.g. use the correct type of equipment, make sure equipment is in good condition); consider hygiene (e.g. correct colour-coded chopping boards).
- **Prepare food:** wash hands between different activities; avoid cross-contamination; use equipment correctly and safely; report any accidents; cover cuts and wounds appropriately; put away food after use/preparation.
- **Clean up:** wash everything thoroughly; use correct cleaning equipment; wear protective clothing if necessary; wipe down surfaces; make sure everything is put away in the right place.

Activity 5: Do it yourself!

In order to complete this unit, learners must prepare food using at least two preparation methods. This can be linked with *y502/4808 Basic cooking*. If possible, give learners the opportunity to prepare a range of food commodities, including items they may be unfamiliar with. Learners must practise their skills so they become familiar and confident with different preparation methods.

The recipes provided in previous activities are suggestions only and tutors may use alternative recipes. If possible, learners should be involved in any decisions about what dishes are prepared. Whatever recipes you choose, encourage learners to work through the steps covered on Resource sheet 5 and to work safely and hygienically at all times.

Learners should stick a copy of their recipe or recipes in the space on this worksheet. If possible, they should annotate this recipe to explain, for example, how they chose their ingredients or how they worked safely.

This is a practical activity and is intended to incorporate all the assessment criteria for the unit. You will need to take photographs or complete observation records or witness statements as evidence that learners have chosen correct ingredients and equipment, prepared their items safely and hygienically, stored their prepared food appropriately, and cleaned their work areas and equipment safely and hygienically. This activity can also be linked with y502/4808 *Basic cooking*.

Useful resources

Textbooks

Barrows, C., Powers, T. and Reynolds, D. (2011) *Introduction to the Hospitality Industry, 8th Edition*, John Wiley and Sons (ISBN: 978 0 470 39916 3)

Batten, S., Carysforth, C., Dale, G., Holmes, S., Ingle, S., Mead, T., Neild, M., Richer, W. and Wilson, P. (2011) *BTEC Level 2 First Hospitality*, Pearson Education Limited (ISBN: 978 0 435 02659 2)

Campbell, J., Ceserani, V. and Foskett, D. (2008) *Practical Cookery, 11th edition (including DVD)*, Hodder Education (ISBN: 978 0 340 94837 8)

Campbell, J., Ceserani, V. and Foskett, D. (2009) *Foundation Practical Cookery*, Hodder Education (ISBN: 978 0 340 98399 7)

Rippington, N. (2011) *Professional Chef Level 1 Diploma, 2nd edition*, Cengage Learning Vocational (ISBN: 978 1 408 03908 3)

Journals

Caterer and Hotelkeeper – Reed Business Information

Websites

www.cookeryclub.co.uk Information on recipes and nutrition

www.nhs.uk The National Health Service: Live Well – advice on healthy living and eating

www.food.gov.uk The Food Standards Agency

www.sainsburys.co.uk Learners may use this website to create an online shopping list for Activity 1

www.tesco.co.uk Learners may use this website to create an online shopping list for Activity 1

Answers to activities

Answers are provided only for tasks or activities that have a definitive answer or range of suggested answers. For other tasks, accept any suitable answer.

Activity 2: Choose your equipment

If they are using the Carrot and coriander soup recipe, learners may mention the following points:

Equipment

- a brown chopping board to prepare the onion and carrots
- a small sharp knife to chop the onion and carrots
- a green chopping board to chop the parsley or coriander
- a large frying pan or pot
- a hob or stove
- storage containers and date labels if the soup is not being eaten immediately once cooked.

Hygiene

- personal presentation (e.g. hair tied back, suitable clothing and footwear, apron)
- colour coding of chopping boards and knives
- hand-washing techniques.

Safety

- taking care when using sharp knives
- behaving sensibly and appropriately while in the kitchen
- concentrating on the task in hand at all times.

Activity 4: Cleaning up

The correct order for the steps is as follows:

- 1 Put food away (discuss correct storage).
- 2 Throw away waste (discuss recycling and the importance of avoiding waste wherever possible).
- 3 Clear and clean equipment (may include loading the dishwasher, putting pans in the pot wash, following specific procedures to clean large equipment).
- 4 Wipe work areas (discuss safe use of cleaning chemicals).
- 5 Wash hands.

Handout 1: Tuna and bean salad recipe

Ingredients

200g green beans (fresh or frozen)
2 x 400g cans of mixed beans
50g cherry tomatoes, halved
1 red onion, finely sliced
1 large can tuna
1 tbsp fresh parsley, roughly chopped
1 tsp dried oregano
1 bag mixed salad leaves
sea salt and freshly ground black pepper

Method

- 1 Drain and rinse the beans.
- 2 Drain the tuna.
- 3 Mix everything together in a large bowl and add salt and pepper to taste.

Dressing - optional

2 tbsp extra virgin olive oil
1 lemon
1 tbsp mustard
1 tbsp balsamic vinegar
½ tsp sugar
2 cloves garlic

- 1 Mix the olive oil, mustard, vinegar and sugar.
- 2 Add the zest and juice of the lemon.
- 3 Crush the garlic and add it to the mixture.
- 4 Stir well and drizzle over the salad.