

Hospitality

Entry Level 3: Basic cooking (Y/502/4808)

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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 cooking methods and encourage them to work safely and hygienically under supervision. Learners will develop the skills they need to follow instructions and select appropriate equipment to cook various dishes. They will also have the opportunity to demonstrate basic planning and organisational skills.

This is a practical unit but some of the activities provided will help to develop learners' knowledge and understanding so that they are able to cook a range of dishes. Please note that all recipes are designed to produce four portions. Recipes can be revised to reflect 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 *J/600/0711 Basic food preparation* alongside this unit, so that they have the opportunity to prepare and cook food.

Learning and teaching activities in this unit

Resource sheet 1: Think about food

Use the words on this sheet to stimulate discussion about the different ways of preserving and storing food, and the foods that could fall into each category. Encourage learners to think about the best storage method for different ingredients (for example, some fresh vegetables should be kept in the fridge while others should be stored in a cool, dark, dry place). If possible, show learners how different commodities are stored in the kitchen at your organisation, or ask them to look around their own kitchen at home and list the different areas where food items are stored.

Extend the discussion to talk about quality aspects of different food types. For example, tinned goods should not be dented or otherwise damaged.



You may wish to discuss daily or weekly shopping costs and ways in which learners can use a small number of food items to produce a range of dishes (for example, potatoes can be used as a basis for a wide range of meals). This will help learners to develop their maths skills and suggest ways of shopping more economically (for example, buying in bulk).

If possible, visit local shops 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 this unit.

Activity 1: Choose ingredients

This activity will give learners a chance to select the correct ingredients for a recipe, and can be linked with *J/600/0711 Basic food preparation*.

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).

As learners are filling in the table, encourage them 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 meat for the bolognaise sauce, a learner might make comments such as:

'I decided to use lean steak mince, because this is healthier. I also bought a bit less mince than the recipe said and got some extra vegetables instead, because I prefer this.'

Learners will need to prepare a dish later on 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 equipment can you use?

This sheet is intended to stimulate discussion about the different types of equipment available in a kitchen. Look at each preparation method in turn and ask learners to think about what equipment they would need to prepare an egg in that way.

If possible, take learners to the training kitchen and discuss the different types of equipment available. It would be helpful to consider:

- where each item of equipment is stored
- what it can be used for

- how it can be used safely
- any hygiene issues (e.g. chopping boards are colour-coded to prevent cross-contamination).

It is important to discuss the different types of kitchen knife (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: Tomato and basil soup

In this activity, learners should demonstrate that they can choose appropriate equipment and use it safely and hygienically to prepare the recipe given on the sheet. This activity can be linked with assessment criteria 1.1 and 1.3 and with *J/600/0711 Basic food preparation*.

The recipe and ingredients can be altered 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. For example, learners should be able to justify the type of knife and the colour of chopping board they have selected.

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: Food safety and temperature

Use this sheet to make sure learners understand the relationship between food safety and temperature. It is essential that learners know how to read a temperature probe, so you should demonstrate how to do this and make sure each learner has a chance to practise reading the probe. If possible, link to current legislation and explain the temperature records kept in the training kitchen (if relevant).

Make sure learners know the correct temperatures for different storage areas (e.g. fridges, freezers and dry storage areas) so that they can check whether ingredients have been stored correctly. This discussion could also link with *J/600/0711 Basic food preparation*, with an assessment of how different foods should be stored if they are not being eaten immediately.

Activity 3: Preparing to cook

In order to complete this unit, learners must cook food using at least four different cooking methods. It is recommended that learners have the opportunity to cook a wide range of food commodities, including items they may not be familiar with. Learners should also have the opportunity to practise their skills, so that they can become familiar with and confident using different cooking methods.

This is a practical unit and learners will need to cook various dishes in order to meet the unit criteria. If possible, take photographs or complete witness statements or observation records as evidence that each learner has worked safely and hygienically to produce the required dishes.

Two recipes have been provided at the end of this unit. However, these recipes can be adapted to suit personal preferences, budgets, dietary or cultural needs, the availability of seasonal ingredients or the types of equipment available. You may also use alternative recipes if you wish.

The table on this worksheet is designed to prompt learners and to ensure they take appropriate hygiene and safety precautions while cooking. If there are limited resources in the kitchen, and learners are obliged to share equipment and work spaces, encourage them to consider the importance of teamwork and the ways in which kitchen staff depend on each other.

Resource sheet 4: What do you do if you...

This sheet is intended to raise learners' awareness of hazards in the kitchen. Discuss the hazards mentioned on the sheet and make sure learners know:

- how to respond in each situation
- how to report illnesses or accidents
- who the first aider is and where first aid equipment is kept
- how to deal with minor injuries such as cuts or burns.

The discussion of how to deal with breakages or spills could be expanded to cover safe and hygienic food handling practices and correct cleaning procedures.

Activity 4: How do you clean it?

In order to fulfil this criterion, learners must clean at least one item of cooking equipment or one area of the kitchen. This can be linked with assessment criterion 1.3 if you encourage learners to clean up as they are working and to make sure they follow correct procedures when cleaning the kitchen after they have finished cooking.

This is a practical activity, so you should take photographs or use witness statements or observation records as evidence for this criterion. Learners should answer the questions on this worksheet before beginning the practical activity. Their answers to these questions will remind them of the importance of working safely and hygienically and using the correct processes and equipment when cleaning.



Ask learners to prepare a presentation or handout, using the notes on their activity sheet to describe what they did or to outline key safety or hygiene considerations. Presentations or handouts can then be used to increase the knowledge of all learners.

Resource sheet 5: What went well?

In order to develop their knowledge and skills, learners must be able to review their performance and suggest ways in which their work could be improved. If possible, relate the discussion to your organisation's appraisal processes and explain why self-assessment is important for individuals, teams and the organisation as a whole.

Ask learners to consider each factor (smell, taste, etc.) in turn and to explain why it is important. Encourage them to share their own experiences and make links with customer service and the effect on business if food is not as expected or not served on time.

You could also consider peer feedback and encourage learners to develop mutual respect for one another, and their knowledge and skills, so that individuals can learn from each other.

Activity 5: How did it go?

Following the discussion of Resource sheet 5, ask learners to consider their own performance in preparing and cooking food. This can be linked with assessment criterion 1.3.

Encourage learners to consider their personal presentation and behaviour as well, and link this to other activities if possible.



More able learners should be encouraged to develop an action plan, suggesting improvements for the future. Ask them to consider questions such as:

- How prepared did they feel?
- Did they feel that their work was well organised?
- Did they keep their work station clean as they were cooking?
- Did they work well with other members of the group (if relevant)?

Useful resources

Textbooks

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: Tomato and basil soup

Learners should find equipment such as:

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

They should also mention that they will need a hob or stove to cook the soup.

Safety and hygiene considerations include the following:

- Ensure personal presentation is correct (e.g. hair tied back, correct clothing, apron).
- Check they have used the correct colour-coded chopping boards and knives.
- Use correct hand-washing techniques.
- Take care when using sharp knives.
- Behave sensibly and appropriately at all times.
- Concentrate on the task in hand.

Handout 1: Spaghetti bolognese recipe

Ingredients

1 tbsp oil
1 clove garlic
1 onion
1 carrot
1 red pepper
1 stick celery
250g mushrooms
400g mince
400g tin chopped tomatoes
1 tbsp tomato purée
1 tsp dried mixed herbs
salt and pepper to taste
250g spaghetti
grated cheese (optional)
fresh basil (optional)

Method

- 1 Finely chop the onion and garlic. Slice the carrot and celery. Roughly chop the red pepper and the mushrooms.
- 2 Heat the oil in a large, heavy-based saucepan. Add the onion and garlic and fry until softened.
- 3 Add the carrot, pepper, celery and mushrooms and fry for 8–10 minutes, until the vegetables start to soften.
- 4 Add the mince and fry until browned. Use a wooden spoon to break up any chunks of meat.
- 5 Add the chopped tomatoes, tomato purée and mixed herbs. Reduce the heat, cover and simmer for 45 minutes. Add salt and pepper to taste.
- 6 Cook the spaghetti according to the instructions on the packet.
- 7 Divide the spaghetti between four pasta bowls. Pour a ladleful of bolognese over each portion of spaghetti, sprinkle with grated cheese and garnish with fresh basil.

Handout 2: Tomato and basil soup

Ingredients

400g can peeled plum tomatoes
1 tsp sugar
1 onion
1 clove garlic
2 tbsp olive oil
2 tbsp tomato purée
2 pints water
fresh basil
salt and pepper to taste

Method

- 1 Finely chop the onion and garlic.
- 2 Heat the oil in a large saucepan. Add the onion and garlic and fry until softened.
- 3 Add the tomatoes, sugar, tomato purée and water. Bring to the boil. Then reduce the heat and simmer for 15 minutes.
- 4 Purée the mixture. Season with salt and pepper.
- 5 Divide the soup between four bowls and garnish each portion with a sprig of fresh basil.