

Hospitality

**Level 1: Basic food preparation and cooking
(K/502/5042)**

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This material has been published on behalf of Edexcel and offers high quality support for the delivery of the units or qualifications that make up the Skilled for Life toolkit. The material is provided as an additional and optional resource for tutors and teachers to use and adapt when delivering a programme of units for their learners. For learners to achieve units within a Skilled for Life programme, it is important that every assessment criterion is assessed, fully met and noted. The resource sheets provided for each unit will enable learners to produce evidence for certain criteria. It is not envisaged that solely by completing the resource sheets, learners will fully meet all the criteria. It is the responsibility of tutors and assessors to ensure that all criteria are properly assessed and the evidence recorded appropriately.

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 give learners a general introduction to basic food preparation and cooking methods and encourage them to work safely and hygienically under supervision. It will develop learners' knowledge and understanding of wet and dry cooking methods, and enable them to prepare and cook a range of foods. Learners will also have the opportunity to demonstrate basic planning and organisational skills to create successful dishes.

This is a practical unit but some of the activities provided will help to develop learners' knowledge and understanding. Recipes used in this unit should produce four portions. However, recipes can be adapted to reflect personal preferences, allergies, dietary requirements, or availability of ingredients or equipment.

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 *T/502/5075 Using kitchen equipment* alongside this unit, so that they have the opportunity to contextualise their learning about large and small pieces of kitchen equipment.

Learning and teaching activities in this unit

Resource sheet 1: Cook me!

This sheet is intended to introduce some of the principal methods of cooking. Begin with a discussion of the methods listed on the sheet and encourage learners to share their experiences of cooking at home or eating out. Explain briefly what each cooking method involves and ask learners to suggest other dishes that could be cooked using each method. Learners should understand the difference between wet (e.g. boiling, stewing, poaching, simmering, steaming) and dry (e.g. grilling, roasting, baking, microwaving, shallow frying, deep frying) methods of cooking.

Note that only a brief introduction is needed at this stage, since learners will carry out more in-depth research for Activity 1.

Activity 1: Cooking methods

In this activity, learners should research the principal methods of cooking. It would be helpful to supply a range of cookery books, or ask learners to bring in their own from home or from a local library, so that they can read about the different methods and find dishes that use each method. Alternatively, learners may use the internet to conduct their research. The second question relates to assessment criterion 1.2 *State typical cooking methods for different commodities.*

Learners may work individually, or in pairs or small groups. Make sure each learner, pair or group researches a different cooking method. When they have finished their work, learners should write up the information in the form of a leaflet, poster or presentation which can be shared with the rest of the group. This will ensure that all learners have an overview of a range of different cooking methods.

Presentations may be recorded as evidence for this criterion.



Ask learners to consider the equipment they will need for each method and any safety considerations relating to this equipment. Alternatively, ask learners to choose one cooking method and try it at home.

Resource sheet 2: How can you cook it?

This sheet is intended to prompt a more detailed discussion about cooking methods for different commodities. Begin by asking learners to suggest various cooking methods for the four foods pictured. Then extend the discussion to:

- talk about other food items or dishes that can be cooked in an oven (including desserts)
- consider the use of the oven itself, the rings on top and the grill (if there is one). Link to the domestic environment and the differences between ovens, etc.
- consider safety factors when cooking. In particular, learners should know how to turn equipment on and off. This can be linked with *T/502/5075 Using kitchen equipment*.

Introduce the principle that more expensive items generally demand shorter cooking times, while cheaper items are often cooked in a long slow manner. Give practical examples to support this.

Activity 2: Versatile foods

This activity is designed to help learners identify typical cooking methods for different commodities. Learners should identify two different foods that can be cooked using each method. They may link the same food to more than one cooking method if necessary (for example, eggs may be boiled, poached or fried).

Resource sheet 3: Safety first

Because of the potential serious safety issues of deep fat frying, learners should be formally instructed in how to cook foods by this method, and should have the opportunity to practise this under supervision. Various safety aspects must be considered, for example:

- personal protective equipment
- how to turn the fryer on and off
- PAT testing and why this is needed
- the dangers of the hot fat
- how to cool, store and/or dispose of hot fat
- how to clean the deep fat fryer.

Activity 3: How can you cook safely?

Tutors may need to guide learners to ensure that a range of cooking methods is covered. Answers will depend on the cooking method chosen.

Learners may find it easier to work in pairs or groups. Once they have made notes on their chosen cookery method, learners should feed back to the tutor and to the rest of the group. For example, they may:

- prepare a poster or checklist, which can be displayed in the classroom or training kitchen
- give a presentation to the rest of the group
- have a one-to-one discussion with the tutor.

This feedback can be used as evidence for assessment criterion 2.3. The activity can also be linked with assessment criterion 2.1 and Activity 5, so that learners have the opportunity to put their knowledge to practical use.

Resource sheet 4: Is it safe?

Use this stimulus to discuss safe and hygienic work practices. Begin by working with learners to identify the hazards within the picture and explain why they are dangerous. Then discuss what should be done about each hazard, linking to standard procedures if possible.

Learners should notice the following hazards:

- The handle of the smaller saucepan is sticking out: someone could knock it and spill hot food on themselves or on the floor – danger of burns, slipping on the spilled food, contamination of other food, wastage, etc.
- The large saucepan is overflowing: food is being wasted, there's a possibility that the spilled food could catch fire on the hob.

- The chefs are not concentrating on their work: could cut themselves, could injure someone else while waving the knife around.
- There is a knife in danger of falling off the work surface: could fall on someone's foot, someone could step on it, the knife may be damaged if it falls.
- The microwave cable is frayed: talk about PAT testing, the danger of fire, the danger of electrocution.
- The rubbish bin is overflowing: talk about the importance of emptying bins regularly, the possibility of contamination, the fact that pests might be attracted by the waste, the fact that the smell of the rubbish could affect the cooking.
- The fire extinguisher is missing: make sure learners know where the fire extinguishers are in their kitchen and know how to use them; learners should also know where the first aid kit is and where the emergency power shut-off button is.
- The 'Health and Safety' poster is torn: learners should know the main health and safety regulations and understand why they are important.
- There is a heap of dirty saucepans beside the cooker: talk about the importance of cleaning up as you work, the dangers of cross-contamination if pans and other equipment are not cleaned properly, etc.

The discussion could then be extended to cover more general safety considerations, such as:

- opening and closing doors: making sure there is no one in the way before opening a door; making sure swing doors are not going to swing back and hit someone, etc.
- safe manual handling
- personal presentation: clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered, short fingernails, no jewellery, clean hands, etc.

Activity 4: Now wash your hands

This activity will reinforce learners' knowledge of correct hand-washing procedures. Expand the discussion to cover:

- the importance of regular and thorough hand washing
- the need to cover injuries with waterproof, non-skin-coloured plasters
- the importance of keeping fingernails short and clean
- the dangers of wearing jewellery, etc.

This activity is best integrated with assessment criterion 2.1, so learners can show that they know how to wash their hands and when to do this while cooking. Evidence for this criterion could include photographs or videos of learners at work, or completed witness statements or observation records.

The stages shown are as follows:

- Step 1: Wet hands and apply liquid soap (*bottom left*).
- Step 2: Rub hands together and make a lather (*top right*).
- Step 3: Rub palm of one hand along the back of the other (*top left*).
- Step 4: Rub in between your fingers and thumbs on both hands (*bottom right*).
- Step 5: Rinse off soap with clean water (*top centre*).

Resource sheet 5: Preparation and presentation

Use the spider diagrams on this sheet to stimulate a discussion about key methods of preparing and presenting food. Explain briefly what each preparation method involves, or ask learners to carry out some individual research about the different methods before feeding back to the rest of the group. The discussion should also cover weighing and measuring, mixing, peeling and stirring.

If possible, learners should have a chance to practise each preparation method. For example, the group could work together to prepare a cake, with learners taking turns to measure different ingredients, to cream butter and sugar, to beat eggs and so on.

Learners should also consider different methods of presenting food. The discussion may touch on the following points:

- serving dishes and containers: pub food is often presented on wooden boards or slates; fast food is often served in polystyrene or cardboard cartons; restaurants may use unusually shaped dishes (e.g. rectangular plates, lasagne presented in a one-portion serving dish.)
- equipment: in a curry house, food may be presented on a hot plate which is left on the table; some high-class restaurants will cook food (usually steak) at your table
- garnish and decoration: sauces, salads or fresh herbs may be used as garnish; Italian restaurants will often offer Parmesan, black pepper, olive oil or chilli oil; lemon wedges are usually served as a garnish for fish dishes.

Context is especially important when considering different styles of presentation.

Activity 5: Prepare a dish

The flow chart on this worksheet is very simplified but should help to guide learners as they prepare, cook and present a range of simple dishes. Learners should have the opportunity to prepare a number of simple recipes, using at least four different cooking methods. For example, they may prepare a main course accompanied by rice, pasta or potatoes, and a vegetable or salad.

It is recommended that learners take part in five three-hour sessions for practical cookery. You will need to plan the content of the first session, but learners should participate in the planning of the remaining sessions. For example, you could hold a brief planning session at the end of each practical, during which you and your learners will discuss the content of the next session.

The dishes prepared will depend on individual requirements and the equipment and facilities available at your organisation. Try to suggest recipes that incorporate as many different preparation methods as possible (e.g. beating, chopping, creaming, grating, folding, mixing, peeling, rubbing in). Learners should be familiar with these terms following the stimulus discussion, but it may be helpful to provide a simple glossary that they can refer to while they are working.

Learners should consider their personal presentation and health and safety issues around the kitchen. This should be linked with Resource sheets 3 and 4 and Activities 3 and 4. Learners should also wash their hands thoroughly at appropriate times (perhaps making a note each time they do so) and should clean and tidy their work space as they are working.

Once they have finished cooking, learners should have the opportunity to try a variety of presentation methods. Alternatively, if appropriate serving dishes are not available, learners could photograph their finished dish and annotate the photograph to explain how they would have served it, given the necessary resources.

Evidence for assessment criteria 2.1 and 2.2 should include photographs or videos of learners at work, or completed observation records or witness statements. Learners must show an awareness of the required work processes and must show that they have worked safely and hygienically.

Resource sheet 6: What went well?

Learners must review their performance in order to develop their knowledge and skills. You could relate this to learners' own development plans and their performance in the other activities provided. It may be helpful to discuss the organisation's appraisal processes and explain why they are important for individuals, teams and the organisation as a whole.

Consider why each factor (smell, taste, etc.) is important and encourage learners to share their own experiences. If possible, make links with the customer experience and the effect on business if food is not as expected. Peer feedback may play an important part in the review process, and will help learners to develop mutual respect for one another and share their knowledge and skills.

Activity 6: How did it go?

Following on from the stimulus discussion, learners should consider their own performance in preparing, cooking and presenting food. A copy of this sheet should be filled in after each practical session.

When answering the final two questions, learners should consider their own personal presentation and behaviour as well as the quality of the dish they prepared. More able learners should be encouraged to develop an action plan, suggesting improvements for the future. They could think about the following questions:

- 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)?

This action plan should be referred to after each session, so that learners can track their progress and note whether they made the improvements suggested.

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)

Tutors should also provide a range of basic but up-to-date recipe books, which show how food is presented as well as describing how it is cooked.

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.hse.gov.uk

Health and Safety Executive: refer to the Catering section

realfood.tesco.com

Provides recipes, along with information and advice about healthy eating and meal planning

www.sainsburys.co.uk

Provides a range of simple recipes

www.asda.co.uk

Select 'The Cook Book' from the 'Groceries' menu to view a range of simple recipes

www.morrisons.co.uk/Food-and-Drink

Visit this site for recipes, meal plans and advice about healthy eating

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.