

Unit 48: Principles of Preparing, Cooking and Finishing Basic Egg Dishes

Unit code: A/502/8267

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to provide learners with the knowledge of how to prepare and cook basic egg dishes including:

- omelettes
- scotch eggs
- sweet egg dishes.

Learners will gain knowledge of the following preparation and cooking methods:

- whisking
- boiling
- frying
- griddling
- poaching
- scrambling
- baking
- Bain Marie.

Unit introduction

The processing of eggs plays a major role in food preparation. Eggs are one of several core daily ingredients and are used in a wide variety of processed food products across menus. They can be found in starters, main courses and desserts. Eggs provide a wide range of nutrients to the diet, especially protein, but are high in animal fat, particularly cholesterol.

Learners will gain knowledge of preparing, cooking and finishing eggs. They will learn about the quality points in eggs and other dish ingredients and how to deal with problems with these. Learners will be introduced to the tools and equipment used to prepare, cook and finish basic egg dishes.

Learners will be taught preparation and cooking methods for egg dishes. They will consider when egg dishes have the correct flavour, colour, texture and quality, and find out the correct temperature for holding and serving egg dishes, and how to store cooked egg dishes.

Finishing and presentation of food is an important and valuable skill and learners will be taught how to finish egg dishes to make them more attractive to customers.

In line with government guidance and contemporary practice, learners should be introduced to the basic principles of healthy eating and its associated benefits. Some of these basic considerations will be introduced to the teaching and applied to the preparation and cooking of eggs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare basic egg dishes	1.1 Outline quality points in eggs and other dish ingredients 1.2 Describe how to deal with problems with eggs and other dish ingredients 1.3 State the importance of using the correct tools and equipment to prepare egg dishes 1.4 Describe preparation methods for egg dishes
2 Know how to cook basic egg dishes	2.1 State the importance of using the correct tools and equipment to cook egg dishes 2.2 Describe cooking methods for eggs 2.3 State how to identify when egg dishes have the correct flavour, colour, texture and quality
3 Know how to finish basic egg dishes	3.1 Describe how to finish eggs and egg dishes 3.2 State the correct temperature for holding and serving egg dishes 3.3 State how to store cooked egg dishes 3.4 State healthy eating options when making egg dishes

Unit content

1 Know how to prepare basic egg dishes

Types of eggs: fresh; chilled; frozen; dried; powdered

Egg dishes: scrambled eggs; poached eggs; omelettes; Scotch eggs; baked eggs; sweet egg dishes

Egg dishes ingredients: meat; vegetables; fish; rice, pulse and grain; sugar; dairy products

Quality points in eggs and other dish ingredients: meat (appearance, colour, aroma/smell, texture); vegetables (checking for quality (fresh smell, fresh-looking colour, free from soil, free from insect damage, free from blemishes, free from freezer burn where frozen)); frozen fish (hard with no signs of thawing, packaged correctly with no signs of damage, no signs of freezer burn (dull white patches)); fresh fish (clear bright eyes which are not sunken, bright red gills, scales intact, skin is moist and slightly slippery, skin is shiny with bright natural colouring, stiff tail, firm flesh, fish has sea fresh smell (no smell of ammonia)); rice, pulse and grain (appearance, aroma, consistency); undamaged packaging; labelling on individual eggs and egg cartons; testing eggs for freshness using the floating in water method

Dealing with problems with eggs and other dish ingredients: ensuring ingredients are suitable (right quantity, quality, cut, trim, joint); weighing and checking quality of delivered ingredients in front of the delivery person; returns to suppliers; correct disposal of unusable ingredients; seeking advice from appropriate person/s

Importance of using the correct tools and equipment to prepare egg dishes: avoiding accidents; achieving best results of food after cooking; enabling quick and efficient work

Preparation methods for egg dishes: whisking; boiling; frying; griddling; poaching; scrambling; baking; Bain Marie

2 Know how to cook basic egg dishes

Importance of using the correct tools and equipment to cook egg dishes: avoiding accidents; achieving best results of food after cooking

Cooking methods for egg dishes: whisking; boiling; frying; griddling; poaching; scrambling; baking; Bain Marie

Identifying when egg dishes have the correct flavour, colour, texture and quality: appearance; aroma; taste; texture

3 Know how to finish basic egg dishes

Finishing egg and egg dishes: portioning; garnishing (parsley, cheese); sauces; accompaniments

Correct temperature for holding and serving egg dishes: hot dishes above 63°C; cold dishes below 5°C; ensuring food safety

Storing cooked egg dishes: refrigerating; freezing; storing in airtight containers; appropriate temperatures

Healthy eating options when making egg dishes: cookery methods (boiling, griddling, poaching); cooking fats (low-fat spreads, spray oils, olive oil); substituting ingredients (skimmed milk, low-fat cheese, olive oil/polyunsaturated fats); low salt; controlling portion sizes

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of preparing, cooking and finishing basic egg dishes.

Where possible, the types of eggs and egg products listed in the unit content should be available for learners to see.

Much of the content of the unit, although theoretical, can be taught in a practical environment such as a kitchen where the theory can be readily applied.

Learners' self-directed study in libraries, learning resource centres and, where appropriate, the workplace, can support learning. Learners need to be encouraged to undertake self-directed research.

For learning outcome 1, tutors must introduce learners to the types and variety of eggs and egg products included in the unit content and their quality characteristics. Tutors should demonstrate to learners how to check product quality and acceptability and the tools and equipment used in egg and egg dish preparation and cooking.

Learners need to be introduced to some of the safe working practices that reduce the risk of accidents to themselves and others, including correct food hygiene skills. Tutors should demonstrate the correct practices for handling fresh, chilled, dried and frozen eggs as well as their correct and safe storage methods. Tutors should also demonstrate what action to take if there are problems with the quality of products being used, in order to safeguard potential customers and maintain business standards.

For learning outcome 2, it is important that tutors teach learners the different cooking methods for egg and egg dishes and how to match a range of products to appropriate cooking methods and correct tools and equipment. Tutors should explain the main characteristics of each method of cookery and the effect on raw products when cooked, for example, changes to colour, texture and flavour. They should also explain how to maximise the retention of a product's nutritional values when applying cooking principles. Serving food at the correct safe temperature and use of appropriate clean serving equipment will also contribute to good kitchen practice.

For learning outcome 3, tutors must explain the importance of correctly finishing dishes to meet customers' expectations and business standards, including food safety aspects, correct portion size, correct taste/texture (including seasoning) and appearance/presentation of dishes. Tutors should make learners aware that customers often 'eat with their eyes' and that food/dish presentation can be substantially enhanced by the choice of crockery or serving dishes. Tutors should explain the correct temperature for holding dishes that are cooked and ready to eat. Learners also need to be taught the fundamentals of healthy eating options when making egg dishes.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Tutors to introduce learners to how to cook egg dishes.
Tutors to demonstrate the production of basic egg dishes using the correct tools and techniques.
Learners to be taught the cooking methods for different types of egg dishes, the correct temperature for cooking egg dishes and examples of presentation.
Learners could requisition, prepare and cook egg dishes to emphasise healthy eating and assess if the dish meets requirements for colour, texture and flavour.
Tutor to introduce learners to the concept of finishing egg dishes and demonstrate presentation techniques and how to hold at correct temperatures and store cooked egg dishes.
Learners to be taught healthy-eating considerations when making egg dishes.
Tutorial support and feedback.
Self-initiated independent learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. They should be able to see appropriate large and small specialist professional equipment that is up to date and in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V – *Practical Cookery, 11th Edition*
(Hodder Education, 2008) ISBN 9780340948378

Campbell J, Rippington N, Foskett D and Ceserani V – *Practical Cookery Level 2*
(Hodder Education, 2010) ISBN 9781444112269

Davidson A – *The Oxford Companion to Food, 2nd Edition* (Oxford University Press,
2006) ISBN 9780192806819

Foskett D and Ceserani V – *The Theory of Catering, 11th Edition*
(Hodder Education, 2007) ISBN 9780340939260

Foskett D, Ceserani V and Campbell J – *Foundation Practical Cookery*
(Hodder Education, 2009) ISBN 9780340983997

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C,
Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book*
(Pearson Education, 2011) ISBN 9780435026592

Other

Food hygiene: A guide for businesses (The Food Standards Agency, 2006)

Journals

Caterer and Hotelkeeper – Reed Business Information

Waitrose Kitchen – available in Waitrose supermarkets

Websites

www.bha.org.uk	British Hospitality Association
www.cookeryclub.co.uk	Cookery Club – cookery information of the web
www.food.gov.uk	Food Standards Agency – safer food, better business
www.nhs.uk/Livewell/Goodfood	NHS Choices – good food and healthy diet
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism