

## **Applied Learning (Senior Secondary Level)**

### **2019-21 Cohort**

#### **Learning and Teaching**

**Subject Title** : **Western Cuisine**  
**Area of Studies** : **Services**  
**Course Provider** : **Vocational Training Council**

In Western Cuisine, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in Western Cuisine.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures to grasp the basic concept about western cuisine, including evolution of western cuisine, organisation and safety rules and cost control of a western kitchen) and eye-opening opportunities to experience the complexity of the context (e.g. visits to restaurants/food plant/farms to explore and experience the operations of the establishments).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. practical work of basic cooking methods, food service and table setting, and food costing).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. discussion on the ecological and social consequences on the developments of the food trends). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the integrated project provides students with a learning opportunity to plan, prepare and serve dishes for specified target customers. No standard recipes will be provided. Students have to conduct a research and prepare their own dishes, based on the knowledge and skills acquired).

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## Curriculum Pillars of Applied Learning in Context – Western Cuisine

Upon completion of the subject, students should be able to:

- demonstrate practical skills and work ethics in western kitchen operations;
- analyse the up-to-date profiles of the hospitality and catering industries;
- apply the concepts of hygiene and work safety in food preparation;
- evaluate the nature and properties of food as well as the ecological, cultural and economic influences on the planning and design of food product, nutritional science and service sequence;
- select the appropriate food commodities for the preparation of western cuisine dishes or bakery and dessert products; and
- develop self-understanding for further studies and career development in the related fields.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

### **1. Career-related Competencies**

- understand the professional ethics dilemmas and responsibilities of a chef in the modern western kitchen with a view to striking a balance between social responsibility, company benefits, guests' right etc;
- develop personal attributes essential to the services industry, e.g. building up the professional image as a chef;
- acquire a range of technical knowledge and skills in services such as managing kitchens and restaurants;
- develop their interpersonal skills to cooperate with peers within a team to perform different functions in kitchens and/or restaurants; and
- explore the aptitudes and abilities required in selected career clusters in services, and develop a personal roadmap for further studies and career development.

### **2. Foundation Skills**

- demonstrate effective communication skills in group practices, discussions and presentations using professional terminology and language in kitchen setting;
- apply information technology skills related to the operations of a kitchen setting; and
- apply mathematical skills in the calculation of food cost and recipe development, e.g. proportion of different ingredients.

**3. Thinking Skills**

- demonstrate creative thinking skills and analytical skills when designing recipes and preparing dishes of different themes;
- demonstrate problem-solving and decision-making skills in handling possible accidents or crisis in the kitchen; and
- evaluate the regional and global perspectives of social and cultural differences when planning menu.

**4. People Skills**

- demonstrate self-reflection skills by receiving feedback from tutors and classmates on the food preparation procedures and the finished products;
- illustrate self-management skills, e.g. managing their own personal outlook to project a professional image as a chef; and
- demonstrate interpersonal, collaborative and team working skills through co-operating with others in designing and preparing dishes.

**5. Values and Attitudes**

- show honesty and integrity, as well as respect for others and law and authority by employing trade standards, rules and regulations in managing a kitchen, e.g. food safety and sanitation in food preparation;
- demonstrate positive attitudes (e.g. enthusiasm, motivation and willingness to learn) in achieving international standards of food production; and
- show self-confidence and sense of responsibility in food preparation and services.