

Hospitality

Level 1: Using kitchen equipment (T/502/5075)

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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 a range of large and small kitchen equipment. Learners will choose examples of kitchen equipment and describe what they are used for and how they can be used safely. They will also learn how to turn equipment on and off safely and according to correct procedures.

Learners will find out how to use a range of large and small kitchen equipment efficiently, effectively, safely and hygienically to carry out routine tasks. They will also gain an understanding of the correct procedures to follow when cleaning equipment for reuse or storage.

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 will be useful for learners to work through *K/502/5042 Basic food preparation and cooking* at the same time, so that they have opportunities to use equipment in context.

Learning and teaching activities in this unit

Resource sheet 1: Large kitchen equipment

This stimulus activity is designed to introduce learners to the different types of large kitchen equipment they may encounter. Find images of each piece of equipment, using catalogues or the internet, and make sure learners can recognise each item. This will be particularly important if some equipment is not available in the training kitchen. Discuss each piece of equipment in turn and explain – or help learners to find out – how it can be used. Avoid going into too much detail, or you are likely to overlap with the following activity.

Activity 1: How do you use it?

This activity should begin with a practical session, in which learners are shown how to use various items of large kitchen equipment and given the opportunity to practise using these items. The content of this session will depend on the equipment available in the training kitchen but should, as a minimum, cover:

- how to turn on an oven
- how to set up a food mixer with attachments
- how to prepare a food processor with sharp blades for use.

Learners will need to follow accepted safety procedures and manufacturers' instructions when using large kitchen equipment. They should understand the importance of turning equipment off after use in order to save energy and reduce the risk of fire and other serious safety issues.

Once the practical part of the session is over, learners should choose two of the pieces of equipment they have used and answer the questions on the activity sheet. Alternatively, if some items are not available in the training kitchen, you could ask learners to research them using the internet or equipment catalogues. In this session, you should aim to cover ovens (e.g. gas, electric, microwave), grills, deep fat fryers, electric mixers, liquidisers and blenders, and food processors.



Once learners have completed the table on their activity sheet, you could ask them to produce a written user guide or safety poster, or to present the information to the rest of the group. Presentations could be recorded or tutors could complete witness statements or observation records as evidence for these criteria. This will be useful for other members of the group as well, since they will have a chance to find out more about items they may not have researched.

Resource sheet 2: Small equipment and hand tools

This sheet is intended to introduce learners to the different types of small equipment and hand tools and explain how they can be used, cleaned and maintained.

It would be helpful at this stage to take learners to the training kitchen and show them what types of small equipment are available and where each item is stored. This could be linked with *K/502/5042 Basic food preparation and cooking*, which will give learners the chance to use various items of equipment as they prepare different dishes.

In particular, learners should know:

- how to sharpen and maintain professional knives
- how to sanitise chopping boards to prevent cross-contamination and possible food poisoning
- safe handling methods for knives (e.g. using bridge position claw technique for cutting) and sharp hand tools (e.g. consider how small items of equipment are placed for cleaning)
- how to work efficiently when preparing and cooking food and how to choose the correct utensils to do this.

Activity 2: Use equipment safely

This activity, like the previous one, should begin with a practical session. Learners should be shown how to use various items of small kitchen equipment and given the opportunity to practise using them. It may be helpful to set up 'work stations' around the kitchen, where learners can carry out basic tasks such as peeling carrots, grating cheese or chopping vegetables. The content of the session will depend on the equipment available in the training kitchen but, as a minimum, learners should find out:

- how to use, sharpen and maintain professional knives
- how to clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning.

Throughout the practical session, you should highlight key safety aspects and make sure learners are aware of any relevant safety procedures when using each piece of equipment.

Once the practical part of the session is over, learners should choose three pieces of small equipment and prepare a handout describing:

- what they are used for
- how they can be used safely
- any standard procedures that should be followed when using the equipment.

If possible, photocopy the learners' handouts and share them with the rest of the group so that all learners have a set of notes to refer to when using small kitchen equipment.

Resource sheet 3: What do you need?

This stimulus should encourage learners to think about the equipment they will need for specific dishes. You could begin with a simple discussion about what would be needed to prepare scrambled eggs on toast:

- a white chopping board (or designated bread board)
- a white bread knife (if knives in the training kitchen are colour-coded)
- a toaster or grill
- a palette knife for spreading butter
- a bowl and whisk for mixing eggs
- a small saucepan
- a wooden spoon
- a hob for cooking the eggs.

You could then expand the discussion by choosing other dishes or foods and asking learners to say what equipment they would use to prepare each one. If possible, use recipe books and the internet to research different recipes.

This activity may be linked with *K/502/5042 Basic food preparation and cooking*, in which learners have to prepare a range of simple dishes.

Activity 3: Choose your equipment

For this activity, learners should have access to recipe books or the internet so that they can find various cake recipes. If this is not possible, provide a selection of recipes for learners to use. Answers will depend on the specific recipe chosen but are likely to include:

- a mixing bowl
- a whisk
- a wooden spoon
- scales
- baking parchment
- a cake tin
- an oven
- a sieve.

If possible, hold a one-to-one discussion with each learner to review their choices: learners should be able to explain why they have chosen each item of equipment and what they would use it for. Discussions could be recorded or observation records or witness statements could be completed as evidence for this criterion.

If possible, this activity should be linked with *K/502/5042 Basic food preparation and cooking*, in which learners will have to select the correct equipment in order to prepare various dishes.

Resource sheet 4: Temi's day

This stimulus can be linked with the previous activity. Use the 'To do' list to lead a discussion about what equipment Temi will need to prepare sandwiches, bake flapjacks and make fruit smoothies.

Encourage learners to consider health and safety, hygiene and personal presentation as well and, if possible, demonstrate how to clean a blender safely and efficiently. If there is time, the discussion can be extended to cover other routine tasks as well.

Activity 4: What should you do?

This activity can be adapted depending on the equipment available and the interests of individual learners.

In order to meet the requirements of assessment criterion 2.2, learners must show that they can select and use appropriate equipment safely and hygienically to complete two routine tasks. For example, you could ask learners to:

- peel and chop vegetables, using appropriate knives
- whisk egg whites and sugar to make meringue
- combine ingredients in a bowl
- slice cucumber using an electric food processor.

Learners must also show that they can follow correct procedures when cleaning equipment. It is essential that learners take appropriate safety precautions when cleaning:

- items with sharp blades such as knives and food processors
- equipment that is very hot
- equipment that is connected to an electricity supply.

This is a practical activity, so learners' work must be recorded in some way. For example, completed observation records or witness statements could be provided as evidence. Learners should also use the space on the worksheet to make notes about what they have learned.

This activity may be combined with *K/502/5042 Basic food preparation and cooking*, in which learners will use a variety of kitchen equipment to prepare simple dishes.

Resource sheet 5: Keeping clean and safe

This stimulus should be used to prompt a discussion about the importance of good personal hygiene and correct cleaning procedures. Discuss the flow chart in detail, aiming to cover the following points:

- **Prepare yourself:** personal protective equipment (gloves, apron, etc.); personal presentation (hair tied back, no jewellery, etc.).
- **Tidy up:** dispose of any waste; move pots and pans to the sink or pot wash; discuss recycling, compost and the importance of emptying bins regularly and making sure food waste is well covered to deter pests.
- **Clean kitchen and equipment:** discuss the correct use of cleaning equipment and materials; make sure learners know what types of cleaning material they should use for different areas of the kitchen (e.g. surfaces, floors, metallic surfaces); make sure learners know how

to clean equipment safely (especially knives, equipment with sharp blades, or equipment that is connected to an electricity supply).

- **Put things away:** discuss safe storage of cleaning equipment and materials; discuss correct storage of kitchen equipment (especially detachable blades or whisks) to prevent damage, loss or injury.

Activity 5: How do you clean it?

Learners should have had an opportunity to clean various items of equipment during Activity 4. If not, you will need to begin this activity with a practical session during which learners can watch and learn how to clean different pieces of equipment.

Try to make sure that learners write about different items, so that there is variety within the group. If possible, learners should choose one large and one small piece of equipment.

Learners should fill in the table so that they can refer to it later on. However, you will also need to provide practical evidence for this assessment criterion – photographs, witness statements or observation records demonstrating that learners have cleaned these pieces of equipment safely and hygienically. This activity can be linked with K/502/5042 *Basic food preparation and 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)

Tutors should also provide a range of basic but up-to-date recipe books, so that learners can choose the correct equipment for different tasks.

Journals

Caterer and Hotelkeeper – Reed Business Information

Websites

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

A search of equipment manufacturers and suppliers to the hospitality industry will also produce a list of useful websites.

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 1: How do you use it?

Encourage learners to consider the following safety factors:

- how to switch on and off – location of mains switch; importance of switching equipment off after use (to reduce energy consumption and prevent fires) and before cleaning
- plugs and wires – check that there is no damage/scorch marks; check that sockets are not overloaded; could mention PAT testing and the importance of checking the date of the last test
- water – never operate electrical equipment with wet hands; be aware of the risks of spills near electrical equipment
- use of attachments – always use compatible attachments (e.g. for food processor)
- reporting faults – include 'out of order' labels.

Activity 4: What should you do?

When observing learners, look out for:

- **safety:** checking equipment before use; switching off after use; using protective equipment (e.g. oven gloves); behaving sensibly at all times; avoiding handling equipment with wet hands
- **hygiene:** using correct colour-coded items; following correct hand-washing routines; avoiding cross-contamination
- **procedures:** using the correct equipment for each task; behaving appropriately; concentrating well on the task in hand; following correct procedures when tidying up; reporting faulty equipment and placing appropriate signage if necessary; storing equipment properly after cleaning/drying.