

SQA Advanced Unit Specification

General information for centres

Unit title: Food and Beverage Service (SCQF level 7)

Unit code: HP4E 47

Superclass: NB

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Version: 01

Unit purpose

This unit is designed to enable learners to demonstrate an understanding of different food and beverage service styles and enables them to gain practical experience of operating a food and beverage service.

This unit is intended for learners interested in pursuing a career in the hospitality industry. It is in the framework of the SQA Advanced Certificate/Diploma in Hospitality Management and it is recommended that it is taught within this context.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 investigate food and beverage operations in the hospitality industry.
- 2 prepare an area to the required standard for a food and beverage service.
- 3 deliver a food and beverage service to the required standard.
- 4 evaluate the performance of self and team in the preparation and delivery of a food and beverage service.

Credit points and level

2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Recommended entry to the unit

No prior knowledge and skills are necessary to undertake this unit; however, prior completion of the unit Food Hygiene would be beneficial to learners.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Unit specification: statement of standards

Unit title: Food and Beverage Service

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate food and beverage operations in the hospitality industry.

Knowledge and/or Skills

- ◆ Current trends in food and beverage service
- ◆ The features of different food and beverage operations
- ◆ Customer expectations
- ◆ Tools for communicating with customers
- ◆ Legal requirements for food and beverage operations

Outcome 2

Prepare an area to the required standard for a food and beverage service.

Knowledge and/or Skills

- ◆ Team working
- ◆ Preparation of food and beverage service areas
- ◆ Consideration of legal requirements

Outcome 3

Deliver a food and beverage service to the required standard.

Knowledge and/or Skills

- ◆ Customer service
- ◆ Team working
- ◆ Delivery of food and beverage service
- ◆ Application of control systems
- ◆ Compliance with legal requirements

Outcome 4

Evaluate the performance of self and team in the preparation and delivery of a food and beverage service.

Knowledge and/or Skills

- ◆ Identification of personal strengths and weaknesses
- ◆ Identification of team strengths and weaknesses
- ◆ Identification of improvements

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ describe a minimum of four current trends in food and beverage service.
- ◆ describe the features of three different service styles and identify the resources required for each.
- ◆ describe how food and beverage operators create customer expectations.
- ◆ describe a minimum of two customer service tools.
- ◆ identify legal requirements for food and beverage operations — to include health and safety, food hygiene, allergens, alcohol licensing, waste disposal, accessibility.

Outcomes 2 and 3

Prepare for and participate in a food and beverage service, during which learners must:

- ◆ participate in team briefing.
- ◆ prepare service areas to the required standard.
- ◆ follow control systems.
- ◆ communicate effectively with both customers and team members.
- ◆ gather customer feedback.
- ◆ clear, close down and reinstate food and beverage service areas.
- ◆ ensure compliance with all legal requirements.
- ◆ participate in team de-brief.

Outcome 4

- ◆ Evaluate the preparation and delivery of the food and beverage service, including analysis of customer feedback.
- ◆ Recommend two personal and three team areas for improvement.

Unit specification: support notes

Unit title: Food and Beverage Service

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit gives the learner the opportunity to understand the different service styles in the hospitality industry and how current trends have an impact on how food and beverage businesses operate. It also allows learners the opportunity to gain practical experience of delivering a food and beverage service.

The learners do not require any prior knowledge of food and beverage service. Group discussions on service styles and their appropriateness to given situations should be encouraged. Learners would also benefit from structured visits to a variety of food and beverage operators.

Outcome 1 looks at current trends in food and beverage service and the different styles of service offered by a wide variety of operators in the industry.

Current trends could include:

- ◆ Electronic point of sale (EPoS) technology
- ◆ Apps for smart phone/tablets
- ◆ Online vouchers/offers
- ◆ Online customer review sites
- ◆ Locally sourced produce
- ◆ Added value (eg entertainment with meal, cookery masterclasses)

The types of operators could include:

- ◆ Hotels/restaurants/bistros
- ◆ Cafés/coffee houses/tearooms
- ◆ Champagne/cocktail/gin/etc bars
- ◆ Pop-up restaurants
- ◆ Sushi bars
- ◆ Airport dining outlets
- ◆ High street fast food chains
- ◆ Commercial/institutional caterers

Investigation of service styles should include the resources required to provide the service (ie implications on staffing, materials and equipment required, table setting, appropriate accompaniments, etc), as well as consideration of legal requirements and customer expectations.

The types of service style could include:

- ◆ Table service
- ◆ Carvery
- ◆ Buffet
- ◆ Self service
- ◆ Counter/bar service
- ◆ Silver service
- ◆ Banquet service

How food and beverage operators create customer expectations could include:

- ◆ Knowing who the customers are and what they want
- ◆ Marketing and promotion
- ◆ Meeting (or exceeding) expectations in terms of type/style/theme/price of product/service being offered
- ◆ Staff members trained to deliver excellent customer service
- ◆ Gathering and reacting positively to customer feedback

Customer service tools could include:

- ◆ Marketing and promotional activity, including the use of social media to promote products/services and communicate with customers
- ◆ Use of online resources to carry out research and gather information to target customers
- ◆ Customer relationship management (CRM) systems
- ◆ Staff members trained to deliver excellent customer service
- ◆ Loyalty schemes

The following links contain information that may be useful when considering legal requirements:

<http://www.hse.gov.uk/catering/>

<http://www.food.gov.uk/>

<http://www.resourceefficientscotland.com/sites/default/files/Managing%20Food%20Waste%20in%20the%20Hospitality%20%26%20Food%20Service%20Industry.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85008/business-quickstart.pdf

<http://scplh.info/>

For Outcomes 2 and 3 learners will prepare for and deliver a food and beverage service to the required standard.

Learners should work in small teams to prepare for and deliver a food and beverage service to the required standard. They should be given the opportunity to practice a range of service styles and participate in more than one service delivery to allow them to experience a range of team member roles.

Preparation for the service delivery to the required standard should include:

- ◆ team briefing to agree and allocate roles and tasks.
- ◆ following standard operating procedures (SOP).
- ◆ ensuring control systems are in place and followed.
- ◆ preparing stillroom and wash-up areas to the required standard.
- ◆ preparing service areas and/or tables to the required standard.
- ◆ preparing any equipment ready for use.
- ◆ compliance with legal requirements.

Delivery of the service to the required standard should include:

- ◆ presenting a professional image.
- ◆ communicating effectively with customers and team members.
- ◆ following the appropriate order of service.
- ◆ using control systems as appropriate.
- ◆ using appropriate materials and equipment.
- ◆ using appropriate service techniques/styles.
- ◆ using appropriate accompaniments.
- ◆ gathering customer feedback.
- ◆ clearing, closing down and reinstating service areas to the required standard.
- ◆ compliance with legal requirements.
- ◆ team de-brief.

For Outcome 4 learners will review and evaluate the preparation for and delivery of the service that they took part in. This should include:

- ◆ review and evaluation of personal performance.
- ◆ review and evaluation of team performance.
- ◆ identification of personal strengths and weaknesses.
- ◆ identification of team strengths and weaknesses.
- ◆ recommendations for improvements for future service delivery.

Guidance on approaches to delivery of this unit

If this unit is being taught as part of the SQA Advanced Certificate or SQA Advanced Diploma in Hospitality frameworks then it could be delivered alongside the units Hospitality Financial and Control Systems and Hospitality Supervision. Integration with these other units would allow it to be delivered over a whole year giving the learners the opportunity to build skills more effectively and over a longer period.

Case studies and tutorials could be used to enhance lectures thus enabling learners to investigate different scenarios from a variety of hospitality operations.

It is recommended that guest lectures by industry professionals and structured visits to food and beverage operators are arranged to help learners to gain an understanding of the sector.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

In the assessment of this outcome learners could answer extended response questions or produce a report based on case studies that reflect learners' investigations into food and beverage operations.

Alternatively learners could be assessed on presentations of the findings of their investigations into food and beverage operations.

Outcomes 2 and 3

Learners should be assessed carrying out the practical activity of preparing for and delivering a food and beverage service to the required standard.

Learners should be given a clearly defined brief for the practical activity. Assessors could develop a checklist that covers the knowledge/skills to be demonstrated by the learner and the standard they are expected to achieve. Checklists should allow space for the assessor to reference evidence against the outcomes and/or standard. A set of questions and range of appropriate responses could be developed to assess any knowledge not apparent from the observation of the practical activity.

Although learners should be individually assessed, the practical activity could be completed in small teams of two or three. The practical activity can be carried out on more than one occasion to allow all evidence requirements to be met.

Outcome 4

In the assessment of this outcome learners could produce a report on their evaluation of the practical activity carried out for Outcomes 2 and 3.

Alternatively assessors could conduct brief interviews with learners. A set of questions and range of appropriate responses could be developed to ensure that all evidence requirements are discussed during the interviews.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The delivery of this unit and subsequent assessment will provide learners with the opportunity to develop the Core Skills of *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

Communication: Oral Communication at SCQF level 5

This Core Skills component will be developed in the work for Outcomes 2 and 3. Oral communication at SCQF level 5 involves conveying all essential information, using vocabulary and a range of spoken language appropriate to the purpose and audience and responding to others, listening and taking account of their contribution. This would fit with the practical activity task required for Outcomes 2 and 3 where learners will take part in team briefing and de-briefing meetings when planning for and delivering the practical activity. During the practical activity they will also communicate effectively with customers and team members, which will involve listening to customer and reacting appropriately, explaining and allocating tasks to team members.

In addition, if learners give a presentation on the findings of their investigations for Outcome 1 and/or if they give a presentation or participate in an interview to detail the result of their evaluation for Outcome 4 this would also fit with the criteria for oral communication at SCQF 5.

Communication: Written Communication (Reading) at SCQF level 6

This Core Skills component will be developed in the work for Outcome 1. Written communication (reading) at SCQF level 6 involves identifying significant information, ideas and supporting details in complex written communication of non-fiction. This would fit with the requirements for Outcome 1 where learners will read, understand and evaluate complex written information, using a variety of textbooks, journals and online sources in order to investigate the food and beverage operations of a range of businesses in the hospitality industry and produce a report or presentation detailing their findings.

Communication: Written Communication (Writing) at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1 and 4. Written communication (writing) at SCQF level 5 involves presenting all essential information and supporting detail in a logical and effective order. This would fit with the requirements for Outcome 1 if learners produce a report to detail the findings of their investigation into food and beverage operations and for Outcome 4 if they produce a report of their evaluation of the practical activity undertaken for Outcomes 2 and 3.

Information and Communication Technology (ICT): Accessing Information at SCQF level 5

This Core Skills component will be developed in the work for Outcome 1. Accessing information at SCQF level 5 involves making effective, independent and responsible use of ICT, carrying out searches for information using a range of digital sources and evaluating results of searches. This fits with the requirements for Outcome 1 where learners will use online sources to investigate the food and beverage operations of a range of businesses in the hospitality industry.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 4

This Core Skills component will be developed in the work for Outcomes 1 and 4. Providing/Creating Information at SCQF level 4 involves making effective use of computing systems to process information, carrying out straightforward tasks using familiar application software and presenting information in a straightforward and appropriate format. This would fit with the requirements for Outcome 1 where learners will produce a report or presentation to detail the findings of their investigation into food and beverage operations and for Outcome 4 where they may produce a report of their evaluation of the practical activity undertaken for Outcomes 2 and 3.

Problem Solving: Critical Thinking at SCQF level 5

This Core Skills component will be developed in the work for Outcomes 2, 3 and 4. Critical Thinking at SCQF level 5 involves analysing a situation or issue, identifying the factors involved in the situation or issue, assessing the relevance of these factors to the situation or issue and developing an approach to deal with the situations or issues. This would fit with the requirements for Outcomes 2, 3 and 4 where learners will use control systems when planning for and delivering a food and beverage service, in addition it is anticipated that unexpected situations will arise that learners will have to deal with, for example: food not being available, staff not being available for shift, transport issues, electrical or gas failures, customer cancellations. For Outcome 4 learners will evaluate their own and the team's performance during the planning and delivery of the food and beverage service and make recommendations for improvements in the future.

Problem Solving: Planning and Organising at SCQF level 5

This Core Skills component will be developed in the work for Outcomes 2 and 3. Planning and Organising at SCQF level 5 involves planning, organising and completing a task. This would fit with the requirements for Outcomes 2 and 3 where learners will plan for and deliver a food and beverage service.

Problem Solving: Reviewing and Evaluating at SCQF level 5

This Core Skills component will be developed in the work for Outcomes 2, 3 and 4. Reviewing and Evaluating at SCQF level 5 involves evaluating the effectiveness of all stages of the problem solving strategy and assessing or explaining the relevance of the evidence, drawing conclusions and justifying them with reference to the evidence. This fits with the requirements for Outcome 4 in particular where learners will evaluate their own and their team's performance during the planning and delivery of the food and beverage service and make recommendations for improvements in the future. In addition in Outcomes 2 and 3 it is anticipated that that unexpected situations will arise that learners will have to review, evaluate and deal with appropriately.

Working with Others: Working Co-operatively with Others at SCQF level 5

This Core Skills component will be developed in the work for Outcomes 2 and 3. Working Co-operatively with Others at SCQF level 5 involves identifying own role and the roles which make up the activity and the relationship between them, organising own role to contribute effectively to the activity, adapting role as necessary, proactively seeking support and guidance from others and proactively providing support and advice to others to complete the activity. This fits with the requirements for Outcomes 2 and 3 where learners will adopt the role of a team member to plan for and deliver a food and beverage service, which includes participation in team briefing and de-briefing sessions.

Working with Others: Reviewing Co-operative Contribution at SCQF level 5

This Core Skills component will be developed in the work for Outcome 4. Reviewing Co-operative Contribution at SCQF level 5 involves evaluating overall co-operative working, considering own involvement and the involvement of others, drawing conclusions and justifying them and identifying learning objectives based on the evaluation and making recommendations for future co-operative working. This fits with the requirements for Outcome 4 where learners will evaluate their own and the team's performance during the planning and delivery of the food and beverage service and make recommendations for improvements in the future.

Administrative information

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for candidates

Unit title: Food and Beverage Service

This unit is intended for learners interested in pursuing a career in the hospitality industry. It is in the framework of the SQA Advanced Certificate/Diploma in Hospitality Management and it is recommended that it is taught within this context.

This purpose of this unit is to enable you to investigate the current trends in the hospitality industry and to gain an understanding of the wide range of operators in the industry and the different food and beverage service styles offered by them.

You will also have the opportunity to take part in practical activities to allow you to gain hands-on experience of planning for and delivering a food and beverage service. Finally you will carry out an evaluation of the food and beverage service you were involved in and make recommendations for improvements.

In addition, successful completion of the unit should enable you to develop Core Skills in *Communication, Problem Solving, Working with Others* and *Information and Communication Technology (ICT)*.