



National Unit Specification: general information

UNIT Food and Beverage Service: Counter (SCQF level 4)

CODE F4SL 10

SUMMARY

The focus of this Unit is practical. It will introduce candidates to the service of food and beverages from a counter. Candidates will work as member of team and will be involved in the set-up, operation and breakdown of a counter service area to a required standard in a safe hygienic manner.

This Unit is suitable for candidates with no prior knowledge or experience of the hospitality industry.

OUTCOMES

- 1 Complete the set-up of the counter and ancillary areas prior to service while working as a member of a team.
- 2 Operate the counter and ancillary areas while working as a member of a team.
- 3 Breakdown the counter and ancillary areas while working as a member of a team.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: NB

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Teaching and Learning Approaches*.

National Unit Specification: statement of standards

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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.

OUTCOME 1

Complete the set-up of the counter and ancillary areas prior to service while working as a member of a team.

Performance Criteria

- (a) The equipment for the display of hot and cold food must be clean and at the correct temperature.
- (b) All crockery, cutlery, glassware and napkins must be in place.
- (c) Cooperate with others in the team to complete set-up.
- (d) Complete the activity complying with current health and safety and food hygiene procedures.

OUTCOME 2

Operate the counter and ancillary areas while working as a member of a team.

Performance Criteria

- (a) Present food and beverages at the correct temperature.
- (b) Present food and beverages to a commercially acceptable standard.
- (c) Replenish the counter as required.
- (d) Co-operate with others in the team to operate the counter.
- (e) Complete the activity complying with current health and safety and food hygiene procedures.

OUTCOME 3

Breakdown the counter and ancillary areas while working as a member of a team.

Performance Criteria

- (a) Clear counter and ancillary areas of food and beverages.
- (b) Store left over items correctly.
- (c) Store all equipment correctly.
- (d) Co-operate with others in the team to breakdown the counter.
- (e) Complete the activity complying with current health and safety and food hygiene procedures.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all the Outcomes and Performance Criteria have been met.

Performance evidence is required for this Unit.

- ◆ practical activities for this assessment should be carried out under supervision either in a training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice

Outcomes 1, 2, and 3 — Performance evidence

Candidates will be required to demonstrate by practical activity on at least one occasion that they are able to:

- ◆ ensure that equipment for the display of hot and cold food is clean and at the correct temperature
- ◆ ensure that all crockery, cutlery, glassware and napkins are in place
- ◆ cooperate with others in the team to complete set-up
- ◆ present food and beverages at the correct temperature
- ◆ present food and beverages to a commercially acceptable standards
- ◆ replenish the counter as required
- ◆ cooperate with others in the team to operate the counter
- ◆ clear counter and ancillary areas of food and beverages
- ◆ store left over food items correctly
- ◆ store all equipment correctly
- ◆ cooperate with others in the team to breakdown the counter
- ◆ complete the activity complying with current health and safety and food hygiene procedures

The counter must contain a minimum of two hot dishes, two cold dishes, two hot beverages and two cold beverages.

An assessor observation checklist must be retained to provide evidence of performance.

The Assessment Support Pack provided for this Unit illustrates the standard that should be applied. It includes an assessor checklist for Outcomes 1, 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit of the National Certificate Group Award in Hospitality at Intermediate 1. It can also be taken as a free-standing Unit.

Practical activities for this Unit should be carried out either in a training restaurant, realistic working environment or the workplace, and should involve working with others in a team and provide opportunities to develop good working practice.

The focus of this Unit is practical. The Unit will develop team working skills and the skills required for the efficient operation of counter service. It will also allow candidates to use a range of equipment required for counter service. It will enable candidates to acquire a range of skills that, with subsequent practice, would allow progression to practical food service Units at Intermediate 2 and food and drink SVQ Units at level 2.

The practical activities of this Unit should include various methods of displaying foods attractively in order to encourage customers to buy. The cleanliness of the counter area and its surrounding is important in terms of providing an attractive professional approach to food service. The importance of a logical layout of auxiliary items such as trays, cutlery, crockery, napkins and condiments should be stressed in order to facilitate the free flow of the counter. Candidates should be made aware of the necessity of restocking during service.

Where temperature probing is required, this is to be encouraged and appropriate records kept. Candidates could be encouraged to keep a Log book/Learning Diary for this purpose.

It is essential that relevant aspects of health and safety and food hygiene procedures are explained and adhered to as part of the work of this Unit. The importance of storing and serving food at the correct temperature should be emphasised. At the end of service all equipment and auxiliary items must be cleaned and stored appropriately.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The requirements for the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work and skills involved in counter service.

Each part of teaching/learning should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated so that the candidate experience is holistic.

National Unit Specification: support notes (cont)

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The development of correct working practices must be demonstrated and emphasised. Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them. Candidates should be encouraged to discuss various possible layouts for food and auxiliary items for the counter identifying advantages and disadvantages of each. The positioning of compatible and complementary food items should be explained and the effect on the flow of service.

It is strongly recommended that candidates should complete a log book, diary or structured worksheet to track the practical activities which they have participated in. This would encourage candidates to reflect on their performance in the workplace.

Common basic hospitality terms associated with the practical exercise should be explained and practised by the candidates. Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety procedures in a real context. In this way, the food hygiene and health and safety legislation will not only be more relevant but will be more easily understood and remembered. The emphasis should always be on the practice of working safely and hygienically.

Candidates should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage candidates throughout the Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning and may include:

- ◆ tutor demonstrations
- ◆ role play
- ◆ practical activities
- ◆ a variety of resource materials
- ◆ reflection and evaluation
- ◆ structured worksheets

Practical activities should be carried out either in a realistic working environment or the workplace. This will involve working with others in a team and will develop skills and good working practices.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be working as a member of a team and will learn how important it is to work cooperatively with others. They will also be involved in communicating with customers. There will therefore be opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Assessment for this Unit will be based on practical activities, the nature of food and beverage service is such that the Outcomes should be assessed in order. This will encourage candidates to understand the process of serving food and beverages from a counter from set-up to breakdown. It is possible to integrate assessment of all three Outcomes in one practical activity depending on facilities available.

Assessor observation checklists and other assessment records should be maintained and kept up to date to track candidate progress and provide evidence for internal and external verification purposes.

The Assessment Support Pack provided for this Unit illustrates the standard that should be applied. It includes an assessor checklist for Outcomes 1, 2, and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).