



## National Unit Specification: general information

**UNIT** Food and Beverage Service: Table (SCQF level 4)

**CODE** F4SR 10

### SUMMARY

The focus of this Unit is practical. Candidates will learn about the main features of specified menu styles and associated service. Candidates will work as a member of a team and carry out practical activities in setting up tables, providing a table service and clearing down after service in a safe and hygienic manner.

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

### OUTCOMES

- 1 Identify the main features of specified menu styles and their associated service.
- 2 Provide table service while working as a member of a team.
- 3 Clear area down after service while working as a member of a team.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, good communication skills would be an advantage.

### 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.*

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#### 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**

Identify the main features of specified menu styles and their associated service.

##### **Performance Criteria**

- (a) Identify the main features of specified menu styles.
- (b) Identify the main features of the service associated with the different menu styles.

#### **OUTCOME 2**

Provide table service while working as a member of a team.

##### **Performance Criteria**

- (a) Set-up the service area with the required crockery, cutlery and glassware.
- (b) Carryout the service of food and beverages.
- (c) Provide accurate menu information to customers.
- (d) Cooperate positively with team members and other members of staff during set up and service.
- (e) Complete the activity complying with current health and safety and food hygiene procedures.

#### **OUTCOME 3**

Clear area down after service while working as a member of a team.

##### **Performance Criteria**

- (a) Clear table and ancillary areas.
- (b) Store cutlery, crockery and glassware correctly.
- (c) Cooperate positively with team members and other members of staff during clear down.
- (d) Complete the activity complying with current health and safety and food hygiene procedures.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Food and Beverage Service: Table (SCQF level 4)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

Written/oral and performance evidence is required for this Unit.

- ◆ written/oral evidence is required which demonstrates knowledge and understanding of menu styles and associated service
- ◆ 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

#### **Outcome 1 — Written/Oral evidence**

Evidence for this Outcome should be produced in open-book supervised conditions. Candidates should identify the main features and associated service.

**Menu styles:**      table d’hote, a la carte, function.

**Features:**        all menu items individually priced, guests served simultaneously with all others attending event, set menu with limited choice for each course.

**Service styles:**    plated service, silver service, family service.

The evidence should be gathered at suitable points throughout the Unit.

#### **Outcomes 2 and 3 — Performance evidence**

Candidates will be required to demonstrate by practical activity, on at least one occasion for each of three different service styles, that they are able to:

- ◆ set-up the service area with the required crockery, cutlery and glassware for a minimum of 12 covers
- ◆ carry out the service of food and beverages for a minimum of two covers
- ◆ provide accurate menu information to customers
- ◆ clear table and ancillary areas
- ◆ store cutlery, crockery and glassware correctly
- ◆ co-operate positively with team members and other members of staff during set up, service and clear down
- ◆ complete the activity complying with current health and safety and food hygiene procedures

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 assessment to test knowledge and understanding and assessor observation checklists for the practical activity in Outcomes 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**

### **UNIT      Food and Beverage Service: Table (SCQF level 4)**

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 an optional 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 main purpose of this Unit is to give candidates an understanding of basic menu styles and the associated service. The specified menu styles are: table d’hote, a la carte and function.

Candidates should be aware of different methods of preparing tables for service using different table layouts. Associated service areas may include waiter stations, central service bays and stillroom area.

Candidates should be involved in setting tables and preparing ancillary areas, serving both food and non-alcoholic beverages to customers at a table using plated service and finally clearing all items from the table and ancillary areas.

Non-alcoholic beverages should include service of soft drinks, non-alcoholic wines and beers, teas, coffees, hot chocolate and other similar products.

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.

#### **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 food and beverage 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.

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.

## National Unit Specification: support notes (cont)

### UNIT Food and Beverage Service: Table (SCQF level 4)

It would be beneficial if candidates were given the opportunity to visit local establishments to view different table presentations, menu styles and content in a variety of food service operations, alternatively opportunities should be taken to provide examples of menus from local restaurants to illustrate differing menu styles.

The candidate, through a structured practical learning approach, will be encouraged, under close supervision, to set up and provide basic food and beverage service with attention to effective team working, providing a professional and caring service to customers and working safely.

It should be recognised that some candidates may have industry experience. These candidates should be encouraged to draw on and share their own external practical experiences which may lead to adaptation of teaching approaches to meet these individual needs.

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.

## National Unit Specification: support notes (cont)

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### 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

### 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)*.

Outcome 1 will assess candidate's knowledge of different menu styles and associated service. This should be assessed using a matching exercise. Outcomes 2 and 3 will test the candidate's ability to carry out table service from set-up to clearing down. Evidence will be performance based and assessment should be recorded by the assessor on an assessor observation checklist. Outcomes 2 and 3 can be integrated and should be assessed after Outcome 1.

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

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 example of an assessment to test knowledge and understanding and assessor checklists for Outcomes 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](http://www.sqa.org.uk)).