

## **SQA ADVANCED UNIT SPECIFICATION**

### **GENERAL INFORMATION**

<b>-Unit Number-</b>	<b>HT25 47 (SCQF level 7)</b>
<b>-Superclass-</b>	<b>NB</b>
<b>-Title-</b>	<b>ADVANCED FOOD AND BEVERAGE SERVICE</b>

**GENERAL COMPETENCE FOR UNIT:** Identifying the principles of advanced food and beverage service and demonstrating appropriate practical skills.

### **OUTCOMES**

1. Identify the principles of advanced food and beverage service
2. Prepare for the provision of advanced food and beverage service
3. Provide advanced food and beverage service to customers.

**CREDIT VALUE:** 1 SQA Credit at level 7

**ACCESS STATEMENT:** Access to this unit is at the discretion of the centre. However it would be beneficial if the candidate had experience in food and beverage service and providing food services. This may be evidenced by possession of the SQA Advanced Unit Food and Beverage Service (HP4E 47).

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### **SQA ADVANCED UNIT SPECIFICATION: STATEMENT OF STANDARDS**

**UNIT CODE:** HT25 47

**UNIT TITLE:** ADVANCED FOOD AND BEVERAGE SERVICE

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

#### **OUTCOME**

1. IDENTIFY THE PRINCIPLES OF ADVANCED FOOD AND BEVERAGE SERVICE

#### **PERFORMANCE CRITERIA**

- (a) The range of activities and equipment are identified.
- (b) The merits and demerits of "seen service" are correctly identified.

#### **RANGE STATEMENT**

Range of activities: *flambé* work; lamp cooking; carving; filleting; fruit and salad preparation; specialist foodstuffs; other *guéridon* preparations; specialist drinks service.

#### **EVIDENCE REQUIREMENTS**

Written/oral evidence of the candidate's ability to identify the principles of advanced food and beverage.

#### **OUTCOME**

2. PREPARE FOR THE PROVISION OF ADVANCED FOOD AND BEVERAGE SERVICE

#### **PERFORMANCE CRITERIA**

- (a) *Mise en place* activities are carried out for specified operations.
- (b) Specialist equipment is prepared for use and maintained.
- (c) Service area is set out appropriately for advanced service procedures.

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### **RANGE STATEMENT**

The range statement for this outcome is fully expressed in the performance criteria.

### **EVIDENCE REQUIREMENTS**

Performance evidence of the candidate preparing for the provision of advanced food and beverage service.

### **OUTCOME**

- 3. PROVIDE ADVANCED FOOD AND BEVERAGE SERVICE TO CUSTOMERS**

### **PERFORMANCE CRITERIA**

- (a) A proficient level of expertise in waiting skills is displayed at all times which incorporates specialist techniques.
- (b) Customer goodwill is created and maintained throughout service.
- (c) A positive contribution to the team effort is demonstrated throughout service.

### **RANGE STATEMENT**

Specialist techniques; lampwork; carving or filleting; cold food preparation; specialist drinks service.

### **EVIDENCE REQUIREMENTS**

Performance evidence of the candidate providing advanced food and beverage service to customers to cover the full range.

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### **ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

### **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](http://www.sqa.org.uk/assessmentarrangements).

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### SQA ADVANCED UNIT SPECIFICATION: SUPPORT NOTES

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE:** This unit intends to develop the candidate's food and beverage services skills into specialised areas.

**CONTENT/CONTEXT:** Corresponding to outcomes 1-3:

1. The range of equipment could include the accepted range for most *guéridon* and "cart" activities. Examples include: specialist trolleys and carts, butane and spirit lamps, blazer pans, chafing dishes, specialist cutlery, kebabs, carving tools, hotplates.

It is to be hoped that candidates will be able to identify positive and negative aspects of such provision and in particular the concept of inclusion of some of these activities and in which circumstances in the modern market place.

The activities identified must include the range of activities generally accepted as "*guéridon* work". This of course implies cart and side table operations including lamp cookery items, *flambé* work, salad preparation, fruit preparation, carving, filleting, special dishes eg. caviar, snails. Special drinks to include restaurant preparations at the trolley. Some cocktail work may be appropriate, particularly if *apéritif* or end of meal.

2. This outcome relates specifically to the preparation of both room and equipment for the range of advanced techniques. Basic *mis en place* activities should be carried out to include *ménage* activities and simple equipment. The preparation and care of lamps stressing safety factors particularly, and their proper maintenance should form a priority. The concept of meticulous *mise en place* and its linkage to these types of operations must be stressed continually.

In addition the appropriateness of the location of such equipment within the room and the concept of access to the customer for these activities must be made clear.

3. It is necessary for the candidate to be involved from preparatory activities through into the actual provision of special technical food services. The performance criteria dictate the areas that should be concentrated on but it is to be stressed that the provision of specialist items through the lamp or by other method should not in any way be allowed to overshadow the necessity for a high general standard of service. The candidate must demonstrate proficiency and indeed expertise at the mere basic techniques.

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**APPROACHES TO GENERATING EVIDENCE:** This unit must be linked to a restaurant or training restaurant. Suitable time must be allocated for preparatory and ancillary duties prior to the commencement of the meal. Demonstration will form a vital part of the approach to the delivery of this unit for preparatory and in particular, specialist techniques and dishes.

Debate is to be encouraged particularly with reference to Outcome 1 performance criterion (b).

Working as a team in the restaurant will be necessary but for specialist technical operations it will be necessary for all candidates to demonstrate practical competences on an individual basis.

**ASSESSMENT PROCEDURES:** Observation of the candidate performing in a service situation will form the nucleus of the assessment for this unit. Recording of achievement should be on a checklist based closely on the performance criteria for outcomes 2 and 3. A simple form of written assignment may prove adequate for outcome 1 performance criterion (a) but it is probable that a more complex piece of work of a written nature will be necessary for outcome 1 performance criterion (b).

### REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

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

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