

SQA Advanced unit specification

General information

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

Unit code: HW92 47

Superclass: NA

Publication date: November 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The unit will provide learners with the skills and knowledge relevant to plan and organise food and beverage events. Learners will develop an insight into the nature and scope of food and beverage events. The unit will enable learners to understand the procedures, systems and resources involved in planning and organising a food and beverage event from the initial enquiry through to close-down of the event.

Outcomes

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

- 1 Plan a selected food and beverage event.
- 2 Explain the resource requirements for a selected food and beverage event.
- 3 Organise the running of a food and beverage event.

Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Access to this unit is at the discretion of the centre but it would be beneficial if the learner has undertaken the unit HV7H 47 *Organising an Event* and possesses good communication skills which may be evidenced by Core Skills *Communication* at SCQF level 5.

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Core Skills

Achievement of this unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF Level 5

There are also opportunities to develop aspects of Core Skills, which are highlighted in the Support Notes of this unit specification.

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 (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

SQA Advanced 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.

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

Plan a selected food and beverage event.

Knowledge and/or Skills

- ◆ Types of food and beverage events
- ◆ Clients' needs and expectations
- ◆ Stages of the planning process
- ◆ Documentation
- ◆ Food, beverages and practical aspects

Outcome 2

Explain the resource requirements for a selected food and beverage event.

Knowledge and/or Skills

- ◆ Room layout and set-ups
- ◆ Event themes
- ◆ Resources
- ◆ Staff

Outcome 3

Organise the running of a food and beverage event.

Knowledge and/or Skills

- ◆ Operational activities
- ◆ Management and staff briefings
- ◆ Quality standards
- ◆ Financial information
- ◆ Customer feedback

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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:

- ◆ Describe the type of food and beverage event to be organised.
- ◆ Identify clients' needs and expectations.
- ◆ Apply the stages of the planning process.
- ◆ Compile planning documentation.
- ◆ Advise the client on food, beverages and practical aspects of the event.
- ◆ Prepare a plan for a suitable room layout and set-up for the event.
- ◆ Create a theme for the event.
- ◆ Outline the resource requirements for the selected event and select appropriate resources.
- ◆ Identify the activities in the set-up, running and close-down of the selected event.
- ◆ State the information communicated in the management and staff briefings.
- ◆ Explain the financial information required to manage the event.
- ◆ Describe the control measures required to maintain quality standards.
- ◆ Select a customer feedback method for the event.

SQA Advanced Unit Support Notes

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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 40 hours.

Guidance on the content and context for this unit

Outcome 1

For Outcome 1, a general introduction to the types of food and beverage events available should be given, events such as weddings, dinners, lunches, corporate hospitality, afternoon teas, themed events such as Burns' Suppers, Christmas Parties and breakfast events could be included. Next clients' needs when booking Food and Beverage events should be considered.

Learners should be shown how to deal with a first time client and gain information from them through correct questions being asked and being able to answer client's questions professionally.

Learners will then investigate the planning process involved in producing Food and Beverage events from the initial enquiry by the client, where the client's needs and expectations are identified, through placing a confirmed booking in the diary, running the actual event to the evaluation of the process. Documentation linked to the process should be prepared by the learners. This could include an enquiry sheet, bookings in a diary, event contract, outsourcing information, event information sheet.

Learners should be able to select the appropriate food and beverages for the event. Learners should be given samples menus, wine and drinks lists used for food and beverage events to compare. Finally, in this outcome the learners will make decisions on menu, drinks and the practical aspects of the food and beverage event.

Outcome 2

For Outcome 2, learners compare different room layouts available to them when organising these events. Layouts such as, dinner dance, cabaret style, oval, U-shaped, top table with sprigs, etc, should be highlighted and consideration given to best fit to the space available and the clients' needs.

Learners should research the themes being used at present in industry to enhance food and beverage events and visualise how these themes can be used to transform the event space and resources being used. Resources such as decorations both table and room, entertainment, sound and lighting, food and beverages, and stationery items can all be themed.

Outcome 2 considers the resources required to organise a food and beverage event. Items such as crockery, cutlery, silver and glassware should be considered as well as floral decorations, menus and place-cards, etc. Special items may be identified for a specific event such as equipment and resources for buffets, drinks receptions with canapés, audio-visual and entertainment equipment and cake stands, etc. Learners should be made aware that

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different food and beverage events require different standards of resources and equipment and these are dependent on clients' needs.

Finally, learners should consider the staffing required to run an event in terms of the type, eg waiting, set-up and bar staff, numbers required and the hours they are expected to work to ensure a professionally run event.

Outcome 3

In Outcome 3 learners will be introduced to the activities involved in the set-up, running and close-down of an event, including the layout and decoration of the event space and back of house areas, ie stillroom, the various tasks involved in servicing the event ensuring customers are satisfied, and the breakdown of the event space once all the guests have departed.

Learners should discuss the importance of informing management and staff of the client's needs at the event and any special requests and the standards expected through the management and team briefing. Information such as special dietary requirements, accompaniments to menus, tasks allocated to different members of staff and timings, etc should be communicated.

Learner should be made aware of the importance of up-to-date financial information including such areas as: the pricing of menus and drinks and the gross profit made on these items; the staff costs; other costs involved in the event; the net profit gained; and the cost of any out-sourced items. Learners should consider the most appropriate time to take deposits and prepare bills for payment.

Learners will identify control measures that may be used to maintain quality standards such measure as checklists, briefing sessions, correct service procedures, supervision and management by walking about, staff training and customer service procedures.

Ways of gaining customer feedback should be identified such as comment cards, questionnaires, and interviews, etc and information gained from the feedback such as quality of service, suitability of menus and drinks items, expertise of service staff can be used to contribute to an improved guest experience.

Guidance on approaches to delivery of this unit

A variety of teaching and learning approaches could be used within this unit. These include group discussions, practical activities, structured worksheets, and internet research, as well as learners working with case-study or simulated material to underpin their knowledge and skills. Authentic materials such as establishment event menus and drinks lists, room layouts, marketing materials and pro formas should be utilised and learners should be encouraged to collect materials through internet research and by visiting establishments. Centres may have access to event software that may be suitable for the planning of the Food and Beverage event. It would be beneficial for learners to be able to use the system and they may be able to utilise the software to produce the portfolio of evidence required for the second assessment.

There is potential to integrate this unit with HT3C 48 *Managing an Event* and allow learners to plan and organise an actual food and beverage event or the food and beverage component of a larger event.

Guidance on approaches to assessment of this unit

This unit will be assessed using one instrument of assessment.

Outcomes 1, 2 and 3 are assessed within one instrument of assessment that takes the form of a portfolio of evidence that the learners complete on an ongoing basis. It may be suitable to provide standardised pro-forma for learners to use for their responses. This assessment relates to the planning and organising of a food and beverage event from a client's brief given to the learner by their lecturer. This may be a fictitious brief or a live food and beverage event depending of the educational establishment undertaking the unit. The assessment would be conducted as supervised open-book assessment.

This assessment may also be integrated with the unit: HT3C 48 *Managing an Event* if the assessment was a live event.

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.

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 which 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

This unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when candidates achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

The general skill required is the ability to 'analyse a complex situation or issue'. Specific skills required at SCQF level 5 include identifying the factors involved in the situation, assessing their relevance, and developing and justifying an approach to deal with the situation.

There are also further opportunities to develop the Core Skills of *Working with Others* and the Written Communication component of the Core Skill of *Communication* at SCQF level 5 in this unit.

Learners may develop the Core Skill of *Working with Others*, since assessment will involve working as a team or with other teams.

Over the course of this unit learners may use these skills, for example in dealing with complex topics such as organising an event, preparing the running order of the event in

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Outcome 2. The delivery and assessment of this unit may contribute towards the component Written Communication of the Core Skill of *Communication* at SCQF level 5, the general skills of the component are 'Read, Understand and Evaluate Written Communication' for its reading element and 'produce well-structured written communication' for its written element.

In addition, this unit provides an opportunity for development of broader skills. Creativity can be demonstrated when producing the event concept and theme. Learners can be encouraged to be enterprising by finding ways to maximise available resources and revenue streams. Learners could use the event as a vehicle to raise awareness and funds for a charity thus allowing learners to gain an understanding of citizenship.

History of changes to unit

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 learners

Unit title: Food and Beverage Events

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will provide you with the skills and knowledge relevant to planning and organising a Food and Beverage event.

In Outcome 1, you will be introduced to the variety of food and beverage events within this sector of the events industry such as weddings, parties, corporate hospitality.

Next, in Outcome 2 you will consider the process of planning a Food and Beverage event and the information you need to gain from your client to allow you to take the client's brief and prepare for the event. You will use the planning process to complete practical exercises including appropriate documentation that will allow you to make decisions on all parts of the event such as food, beverages, theme, decoration and entertainment. You will also consider a suitable layout for the event and the correct staffing levels to ensure the quality expected for the event.

In Outcome 3, you will investigate the activities involved in the set-up of the event on the day, the service of the event and the close-down. The importance of giving staff and management the correct information through briefing sessions will be discussed as will the importance of correct financial information, maintaining quality standard and gaining customer feedback to enhance future events.

To complete this unit successfully you will have to achieve a satisfactory level of performance within the assessment.

The assessment is a portfolio of evidence for Outcomes 1, 2 and 3 which will be completed on an ongoing basis. For this assessment you will be given a client's brief and you are required to plan and organise a food and beverage event taking into account their needs and expectations. Certain centres may allow you to actually run a food and beverage event or the assessment may be completed as a series of practical exercises to make up your portfolio.