

National Unit Specification

General information

Unit title: Food Service Styles (SCQF level 5)

Unit code: J1SD 45

Superclass: NB

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Unit purpose

This unit is designed to give learners an understanding of the variety of basic food service styles found in the hospitality industry.

This unit will enable learners to develop the knowledge and practical skills needed to serve food and accompanying beverages following different types of service style. This will cover preparing for and delivering different styles of service, through to demonstrating good product knowledge and customer service skills.

This unit is suitable for learners with no previous experience but who have an interest in pursuing a career in the hospitality industry. Good communication skills are essential.

This unit is also part of a progressive suite of units at SCQF levels 5, 6 and 7 that explore Food and Beverage Operations in the hospitality industry.

Outcomes

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

- 1 Demonstrate an understanding of a range of basic food service styles.
- 2 Prepare for the delivery a range of basic food service styles.
- 3 Serve food and accompanying beverages appropriately for range of basic service styles.
- 4 Create and maintain customer goodwill.

Credit points and level

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5)

National Unit Specification: General information (cont)

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Recommended entry to the unit

At the discretion of the centre. Whilst there are no formal entry criteria recommended, it would be beneficial if the learner could demonstrate effective communication skills.

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.

This unit is designed to enable the learner to develop a range of food and beverage service skills. These skills should reflect the current hospitality industry trends and customer expectations. This practical unit is centred on providing excellence in customer care and demonstrating the application of range of basic food and beverage service skills.

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.

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

Demonstrate an understanding of a range of basic food service styles.

Performance criteria

- (a) List a range of basic food service styles
- (b) List the key features of a range of basic food service styles
- (c) Describe menu types and dishes used for a range of basic food service styles
- (d) List customer expectations of different styles of service

Outcome 2

Prepare for the delivery of a range of basic food service styles.

Performance criteria

- (a) Prepare the service and associated areas for a range of basic styles of service
- (b) Maintain the cleanliness of the service and associated areas
- (c) Work effectively as part of a team

Outcome 3

Serve food and accompanying beverages appropriately for a range of basic service styles.

Performance criteria

- (a) Present customers with menu items appropriately for a range of service styles
- (b) Clear service areas of used materials and debris promptly and efficiently
- (c) Demonstrate safe and hygienic working practices
- (d) Present customers with their 'bill' and process payments accurately
- (e) Work effectively as part of a team

Outcome 4

Create and maintain customer goodwill.

Performance criteria

- (a) Demonstrate a positive, friendly and professional attitude
- (b) Provide customers with appropriate advice and assistance
- (c) Deal with customer comments and/or complaints effectively

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and Performance Criteria (PC). Both performance and knowledge (written/oral) evidence is required for this unit.

Outcome 1 — Written/oral evidence

Learners are required to:

- ◆ List three different styles of food service*
- ◆ List three features of each service style
- ◆ Describe the menu styles for each service style and provide examples of at least three dishes from each menu
- ◆ List four customer expectations for each service style

Outcome 2 — Performance evidence

Learners are required to:

- ◆ Prepare the service and associated areas for three different styles of food service*, must include:
 - Service and customer areas prepared appropriately for each service
 - Service equipment identified and made ready for each service
 - Service items identified and made ready for each service
 - Condiments and accompaniments made ready for service
 - Appropriate menus and promotional items made ready for each service
 - Appropriate food and drink displays made ready for each service
- ◆ Maintain the cleanliness of the service and associated areas for each service
- ◆ Work effectively as part of a team

Outcome 3 — Performance evidence

Learners are required to:

- ◆ Serve food and accompanying beverages appropriately for three different service styles*, must include:
 - Demonstrating a professional personal image
 - Presenting customers with menu items as appropriate for each service style
 - Clearing service areas of used materials and debris promptly and efficiently during each service
 - Demonstrating professional standards as appropriate for each service style
 - Demonstrating safe and hygienic working practices
 - Accurately billing and processing customer payments
 - Working effectively as part of a team

National Unit Specification: Statement of standards (cont)

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Outcome 4 — Performance evidence

Learners are required to:

- ◆ Demonstrate a positive, friendly and professional attitude at all times
- ◆ Provide customers with appropriate advice and assistance
- ◆ Deal with customer comments and/or complaints effectively

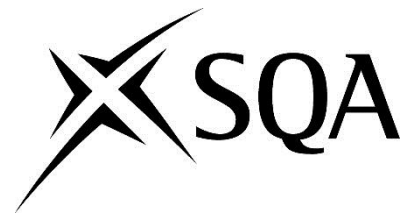
Performance evidence must be generated in a real or realistic working environment such as a training restaurant with 'real' customers rather than a simulated environment.

There should be evidence to show that each learner can work effectively as an individual and as part of a team on at least three occasions to deliver three different styles of food service.

*The three food service styles must be selected from the following:

- ◆ Bistro style table service
- ◆ Tray service
- ◆ Counter/takeaway service
- ◆ Bar service
- ◆ Buffet/carvery service

An assessor observation checklist (and/or video) must be completed for each learner, on each service occasion, and retained as evidence of performance.



National 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 80 hours.

Guidance on the content and context for this unit

This unit is designed to enable the learner to develop skills and knowledge of a range of different basic food and beverage service operations.

The following should be covered for the unit:

Service style

- ◆ Bistro style table service
- ◆ Tray service (ie, serving food/beverages from a tray without putting the tray on the table)
- ◆ Counter/takeaway service
- ◆ Bar service (eg, where customers order at the bar and the food is delivered to their table)
- ◆ Buffet/carvery service
- ◆ Organisational standards

Service area ready

- ◆ Both customer and service areas are clean, tidy and ready to receive customers
- ◆ Service equipment (eg, trolleys, heated units, chill units) are clean, working, and ready for service, as appropriate
- ◆ Service items (cloths/linen, service utensils, cutlery, crockery, condiments and accompaniments) are ready, clean and undamaged, as appropriate
- ◆ Menus and promotional items (as appropriate) are correct, current, and available for customer use
- ◆ Food and drink displays (including bar areas) are appealing, current, and presented to promote sales, as appropriate

Work areas

- ◆ Serving area
- ◆ Still room
- ◆ Wash area
- ◆ Stores
- ◆ Customer area

National Unit Support Notes (cont)

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Service equipment

- ◆ Hot/cold beverage serving units
- ◆ Refrigerated food units
- ◆ Heated food units
- ◆ Service/display units

Service items (disposable/reusable)

- ◆ Trays
- ◆ Food containers/crockery
- ◆ Cutlery
- ◆ Table coverings
- ◆ Napkins
- ◆ Menus/promotional items
- ◆ Drinks containers
- ◆ Service utensils
- ◆ Decorative items

Condiments and accompaniments

- ◆ Seasonings
- ◆ Sugars/sweeteners
- ◆ Prepared sauces/dressings
- ◆ Prepared bread items

Guidance on approaches to delivery of this unit

Teacher/lecturers should draw on not only their own knowledge and expertise when delivering this unit, but also the experiences of the learners. This unit is primarily a practical unit designed to develop food and beverage service skills and delivery of excellence in customer as appropriate to a range of different service styles.

The practical element of this unit should be delivered in a way that enables the learner to develop professional, practical skills in food and beverage service, such as:

- ◆ Efficient set-up/preparation for service delivery
- ◆ All items needed available and ready for use
- ◆ Accuracy in taking and serving food/drink orders
- ◆ Appropriate delivery of service items (cutlery, accompaniments, etc)
- ◆ Professional delivery of food items to right person (not asking 'who's having the fish?')
- ◆ Industry practice for service (serve from the left, clear from the right)
- ◆ Professional standards for clearing a table (eg, stacking plates, clearing accompaniments, not putting fingers in glasses)
- ◆ Accurate billing and payment handling
- ◆ Efficiency and speed
- ◆ Safe and hygienic practices
- ◆ Presenting a professional personal image (clean uniform, hair tied back, clean hands and nails)
- ◆ Demonstrating professional behaviours/attitudes
- ◆ Demonstrating good customer care skill, including anticipating customer needs

National Unit Support Notes (cont)

Unit title: Food Service Styles (SCQF level 5)

Delivery of Outcome 1 should be designed to support skills for employment as well teaching the underpinning knowledge for the unit, for example:

- ◆ Communication skills
- ◆ Presentation skills
- ◆ Confidence building
- ◆ Organisational skills
- ◆ Using initiative
- ◆ Team work

Learners should be encouraged to carry out research (in groups or individually) on a variety of service styles provided by a range of hospitality organisations.

Visits to industry, visiting speakers and guest lecturers will enhance delivery of the unit and will help the learners to put their learning into context.

The use of a real/realistic work environment such as a training restaurant, with associated services (kitchen, bar, wash area, etc), or a real workplace eg, a work experience placement is essential for the delivery of Outcomes 2, 3 and 4.

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.

Outcome 1 — Written/oral evidence in the form of a report or presentation resulting from learners investigations into service styles. Learners could work in small groups or individually.

Outcome 2, 3, 4 — Performance evidence should be recorded using an assessor checklist or video. It is unlikely that learners will demonstrate all of the required performance criteria on a single occasion, but every criteria must be covered and recorded at least once.

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.

National Unit Support Notes (cont)

Unit title: Food Service Styles (SCQF level 5)

Opportunities for developing Core and other essential skills

Communication: Oral Communication at SCQF level 4

For Outcomes 2, 3 and 4, learners are required to work as part of a team to prepare for and deliver food service appropriately for three different styles of service. They will work together to prepare the service area and equipment. They will also communicate with customers when serving food and beverages, ie, to provide assistance, make recommendations, presenting the bill and processing payments, etc. Therefore, they will be demonstrating the Core Skill component of Oral Communication at SCQF level 4.

Information and Communication Technology: Accessing Information at SCQF level 4

Learners are likely to use the internet to investigate different service styles offered by a range of hospitality businesses. Therefore, they will be demonstrating the Core Skill component of Accessing Information level 4.

Problem Solving: Critical Thinking at SCQF level 5

For all outcomes, learners are required to investigate the specific requirements for three different styles of service. They will then apply their knowledge during practical activities to prepare for and deliver food service appropriately for each of the service styles. This will involve preparing the service areas, identifying service requirements (eg, correct service equipment, table set-up, cutlery, crockery, accompaniments, etc) and serving customers appropriately for each type of service. Learners will need to be able to adapt their practices to suit each style of service. They will also demonstrate safe and hygienic working practices. In completing the tasks for this unit, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5.

Problem Solving: Planning and Organising at SCQF level 5

For Outcomes 2, 3 and 4, learners are required to prepare for and deliver food service appropriately for three different styles of service. This will involve adapting their practices to prepare the service areas, identify service requirements (eg, correct service equipment, table set-up, cutlery, crockery, accompaniments, etc) and serve customer appropriately for each type of service; therefore, they will be demonstrating the Core Skill component of Planning and Organising at SCQF level 5.

Working with Others: Working Co-operatively with Others at SCQF level 4

For Outcomes 2, 3, and 4, learners are required to work as a member a team to prepare for and deliver food service appropriately for three different styles of service. They will also interact with customers to take food/beverage orders, provide advice, and make recommendations. In doing so, they will be demonstrating the Core Skill component of Working Co-operatively with Others at SCQF level 4.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Food Service Styles (SCQF level 5)

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 enable you to develop the knowledge and practical skills needed to serve food and accompanying beverages following different types of service style. You will learn about the different styles of service provided within the hospitality industry, and the expectations of customers who use these services.

The unit is mostly practical and you will work in a variety of food and beverage service styled environments (either in a training restaurant or in the workplace) developing the service skills and product knowledge that will enable you to deliver excellent customer service.

You do not need to have previous experience to undertake this unit, but good communication skills are essential.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Communication*: Oral Communication at SCQF level 4
- ◆ *Information and Communication Technology*: Accessing Information at SCQF level 4
- ◆ *Problem Solving*: Critical Thinking at SCQF level 5
- ◆ *Problem Solving*: Planning and Organising at SCQF level 5
- ◆ *Working with Others*: Working Co-operatively with Others at SCQF level 4

On completion of this unit, you could progress to other units in Hospitality at SCQF levels 5/6 and/or seek employment in the industry.