

Unit 6: Food and Drinks Service

Unit code:	L/601/0463
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to gain understanding of the importance of the meal experience in food and drink service operations and skills to prepare, provide and review provision of food and drink service.

● Unit introduction

This unit introduces learners to basic concepts of food service and to the skills, knowledge and responsibilities required in food service throughout the sector. The knowledge and skills acquired in this unit will prepare learners for a supervisory role in food service businesses. This unit includes only non-alcoholic drinks. Alcoholic drinks are covered in *Unit 7: Alcoholic Beverage Service*.

Learners will explore the factors involved in the meal experience and will have the opportunity to relate issues concerning value, quality, skill levels, satisfaction, service and environment to customer expectations in a variety of operations.

Learners will need to organise the preparation and layout of a food service operation, taking into account various factors such as equipment, staff organisation and particular customer needs. Learners will need to show a professional approach and practical customer service and food service skills. Throughout the unit learners will have the opportunity to develop the skills appropriate to a range of different businesses, such as restaurants, fast food businesses, pub food courts and coffee bars.

It is important for learners to appreciate factors essential to customer satisfaction and the result of these needs not being fully met. Learners will need to understand and apply evaluation techniques to food service operations.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of the meal experience in food and drink service operations
- 2 Be able to organise the preparation and layout of a food and drink service operation
- 3 Be able to provide food and drink service and customer service in a professional, safe and hygienic manner
- 4 Be able to review food and drink service provision.

Unit content

1 Understand the importance of the meal experience in food and drink service operations

Meal experience: value for money; quality of product and service; environment; ambience; suitability for purpose; level of customer service; timing

Situations: eating for pleasure or necessity eg business lunch, special occasion, meal with friends, wedding celebration, conference, function, during a shopping trip, in hospital, when travelling

2 Be able to organise the preparation and layout of a food and drink service operation

Operation: types eg restaurant, pub, banquet, fast food, food court, coffee bar, transport providers (rail, air, sea)

Preparation and layout: health and safety considerations; checking cleanliness of environment; checking furnishings and equipment; obtaining and preparing equipment; determining layout of environment, the reception, bar area, tables and eating area; menu requirements; staff organisation; briefing; customer needs eg wheelchair access, children; contingency planning

3 Be able to provide food and drink service and customer service in a professional, safe and hygienic manner

Requirements: product knowledge; technical skills; appropriate procedures for operation eg welcoming customer, taking order, confirming choice, serving food and beverages using appropriate method, ensuring payment

Food service: methods eg silver service, plate service, buffet, self-service, assisted service, room service, counter service; suitability of method for different operations; constraints eg cost-effectiveness, customer demand, timescale, staff skills, environment, layout

Drink service: non-alcoholic eg soft drinks, bottled waters, teas, coffees; service procedures and techniques; cleaning and maintaining equipment eg juice dispensers, coffee machines; trends eg designer waters, healthy drinking options

Customer service situations: communication method (face-to-face, on the telephone, in writing, by email); purpose eg providing information, giving advice, keeping records, providing assistance, dealing with problems, handling complaints, dealing with food allergies

Professional approach: attitude; personal appearance; dress; hygiene; attentiveness; body language; attention to detail; relationships with colleagues; communication skills eg listening, speaking, relaying messages and orders accurately and promptly; teamwork; codes of practice

4 Be able to review food and drink service provision

Techniques: collecting information; sources of information eg customers, colleagues; feedback methods (qualitative, quantitative) eg questionnaires, comments books, staff meetings; making reasoned judgements based on available information

Criteria: suitability of food and drink service provided; environment, preparation and layout; service provided (quality, speed); level of customer satisfaction; value for money

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the importance of the meal experience in food and drink service situations [IE 4]	M1 analyse the suitability of different methods of service, operational procedures and levels of customer service in food service operations	
P2 organise the preparation and layout of a food and drink service operation [SM 1, 2, 3, 4, 5, 7]		
P3 demonstrate competent skills in providing food and drink service with appropriate tutor support P4 show a professional attitude at all times with relevant personal, social, technical and customer service skills [SM 1, 2, 3, 4, 5, 7]	M2 show independence and confidence in providing food and drink service	D1 show high levels of confidence, product knowledge and skills when providing food and drink service
P5 review food and drink service provision. [IE 6]	M3 evaluate a food and drink service operation and make recommendations for improvement using agreed criteria and relevant data.	D2 assess a food and drink service operation, making justified recommendations for improvement, and produce an action plan for implementation.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Professionalism in the hospitality industry is vital to both the success of the hospitality business and to learners' future careers. Future employers will expect recruits to demonstrate a professional attitude to their work, to themselves, to colleagues and to their employers. Tutors must take great care throughout their work to reinforce the importance of maintaining the right professional attitude, in terms of personal, social, technical and customer service skills when working with and communicating with others.

It is important that learners are made aware of different types of food and drink service operations and the situations and contexts to which they are suited. While some centres may prefer to concentrate on traditional restaurant operations, the unit is designed to ensure that learners are prepared for employment in a range of food and drink service operations. It should be noted that this unit includes non-alcoholic beverages, and delivery should include the preparation and service of a range of teas, coffees and other non-alcoholic drinks. Tutors should be aware of developing trends in food and drink products and services in the hospitality industry, and should ensure that learners understand both the nature of the trends and their impact on hospitality operations.

Much of the delivery will be through practical sessions. These could be supported through work placement prior to assessment to enable learners to develop food and drink service skills. Both practical sessions and work placements should be planned to enable a range of food service situations to be considered and to enable learners to apply their skills to these varied situations. Learners will also need to consider a variety of customer service situations that may arise through food and drink service. They could practise their skills through role plays of simulated scenarios.

Learners should develop criteria to evaluate performance relating to each scenario and practise evaluating their own and others' performance. Recording role plays using video and/or audio cassettes would assist self-evaluation.

This unit could be delivered jointly with *Unit 7: Alcoholic Beverage Service* and could also be delivered alongside *Unit 5: Supervisory Skills in the Hospitality Industry*, as it offers the opportunity to organise and supervise a team in the delivery of food and drink service. The application of evaluation techniques and criteria will also make a valuable contribution to learners' future role as supervisors in the hospitality industry.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning and assessment.
Group discussion about food and drink service operations. Tutor explanation of key terms.
Visits to hospitality businesses and observation of food and drink service operations – follow-up poster showing food and drink service operations within the businesses.
Learners interview a member of staff from their own institution on the importance of the meal experience in food and drink service operations.
Visits to hospitality businesses to find out about different food and drink service situations.
Assignment 1 – The Importance of the Meal Experience in Food and Drink Service Operations (P1, M1)
Learners produce a presentation about the importance of the meal experience in food and drink service operations based on visit.
Group discussion to determine types of operation for different types of hospitality businesses.
Videos or role-plays of preparation and layout of a food and drink service operation.
Role-play exercises – organising the preparation and layout of a food and drink service operation.
Assignment 2 – Organising the Preparation and Layout of a Food and Drink Service Operation (P2)
Based on organising the preparation and layout of a food and drink service operation for real customers.
Videos or role plays of providing food and drink service.
Learners work alongside staff in their own institution providing food and drink service – receive feedback.
Role-play exercises – providing food and drink service.
Assignment 3 – Providing Food and Drink Service and Customer Service (P3, P4, M2, D1)
Based on providing food and drink service to real customers.
Learners investigate review techniques and criteria used in a business.
Assignment 4 – Review of Food and Drink Service Provision (P5, M3, D2)
An investigation of a business or related to a scenario leading to a piece of written work.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – M1

To achieve P1, learners must explain the importance of the meal experience, based on their work experience or visits to a variety of businesses. Learners will include a minimum of three different situations in their explanation, covering each of the meal experience criteria.

M1 requires learners to analyse in detail at least two different food and drink service operations, focusing on all aspects of the meal experience, operational issues and customer service.

P2

For P2, learners need to show they can organise and implement the preparation and layout of the environment before starting the service. Evidence could be gathered through observation by the tutor of team briefings or a written brief together with evidence of a single practical exercise when the learner has had specific responsibility.

P3 – P4 – M2 – D1

To achieve P3, learners need to demonstrate food and drink service skills. This can be evidenced in the form of video tapes or witness testimonies from assessors and supported by written descriptions of the practical scenario. The evidence could, for the most part, come from the same practical situations as for P2. Although learners must show competent skills, at pass level it is expected that they will require guidance and support.

Evidence for P4 could be in the form of video or witness testimonies from assessors. The witness testimonies should give sufficient information to confirm that the requirements of achieving a professional approach to personal, social, technical and customer service skills have been met, as have levels of teamwork and communication.

The evidence for M2 must show that learners are capable of using initiative and show confidence and independence in food and drink service and customer care skills. Evidence should come from real-life food and drink service situations, and could be linked with *Unit 26: Industry-related Project in Hospitality*. Learners' competence in meeting this criterion should be evidenced by an observation sheet with reference made to how and why the learner has achieved M2.

To achieve D1, witness testimonies and/or observation sheets should give detailed information to confirm that the learner has demonstrated a high level of personal and technical skills. Examples of effective technical skills at this level could be a learner who is able to anticipate customer needs and can demonstrate customer service to a standard which is over and above that normally expected.

P5 – M3 – D2

To achieve P5, learners are required to review food and drink service provision using appropriate evaluation techniques and criteria and will provide evidence which shows understanding of the need to measure the performance of a food service operation. The criteria should be specific and measurable. Examples of appropriate criteria could be 'all tables are to receive orders within 15 minutes' or 'the menu should reflect good value for money compared to other similar businesses'. Learners will also explain the benefits of this approach. This can be done in general terms and need not be linked to a specific food service project, although evidence could be linked with *Unit 26: Industry-related Project in Hospitality*.

Evidence for M3 will build on the criteria identified in P5. The criteria used could be predetermined by the assignment brief, but learners will relate the evidence to a specific practical scenario and produce valid recommendations for improvement. Learners will collect data from reliable sources, eg customer comment cards and feedback from colleagues, rather than basing the whole review on their own opinion.

Evidence for D2 could be in the form of a presentation or a written report. Joint evaluation as part of a team would not be acceptable. Learners must set their own criteria for assessing a food and drink service operation and make recommendations for improvement that are justified and prioritised. The action plan will be realistic and achievable in the context of the chosen food and drink operation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	The Importance of the Meal Experience in Food and Drink Service Operations	Learners take the role of restaurant manager and need to produce a presentation about the importance of the meal experience in food and drink service operations for use with new staff.	Learners create a presentation for use with new staff.
P2	Organising the Preparation and Layout of a Food and Drink Service Operation	Learners continue in the role of restaurant manager and are required to organise the preparation and layout of a food and drink service operation.	Role play or work placement supported by observation sheets.
P3, P4, M2, D1	Providing Food and Drink Service and Customer Service	Learners continue in the role of restaurant manager and are required to provide food and drink service to real customers.	Role play or work placement supported by observation sheets.
P5, M3, D2	Review of Food and Drink Service Provision	Learners continue in the role of restaurant manager and are asked to review the food and drink service provision.	Learners produce material in suitable format – questionnaires, checklists.

Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
	Alcoholic Beverage Service
	Food Service Organisation
	Industry-related Project in Hospitality

Essential resources

It is essential for the delivery of this unit that learners have access to a real or simulated food service environment. Appropriate food and drink service equipment must also be provided, such as cappuccino machines, icemakers, blenders and other specialist equipment including glasses and china.

Employer engagement and vocational contexts

Visits and work experience with local food and drink service providers would provide learners with an insight into food and drink service and help learners develop the skills required in different businesses providing food service. Developing hospitality industry links would enhance the delivery of this unit.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	P1 explaining the importance of the meal experience in food and drink service situations [IE 4]
	P5 reviewing food and drink service provision [IE 6]
Self-managers	P2 organising the preparation and layout of a food and drink service operation
	P3 demonstrating competent skills in providing food and drink service with appropriate tutor support
	P4 showing a professional attitude at all times with relevant personal, social, technical and customer service skills [SM 1, 2, 3, 4, 5, 7]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	assessing their food and drink service provision [RL 1].

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	organising a food and drink service operation
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the importance of the meal experience presenting an evaluation of a food and drink operation and action plan.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	