Unit 9: Food Service Organisation

Unit code: H/601/0470

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 knowledge and understanding of the organisation of staff and service methods, food service practices and procedures and liaison with other departments and the importance of legislation and regulations within food service organisation and gain skills in carrying out a workflow system analysis of food service environments.

● Unit introduction

This unit gives learners an overview of the procedures associated with the organisation of food service. Learners will investigate why staff organisation and methods of operation and service vary in different hospitality businesses depending on the particular requirements of the business. The cost implications of the choice of service methods will also be covered.

Learners will look in depth at the importance to a food service business of effective supervisory and organisational practices, including following procedures and maintaining good liaison with other departments within the business. Learners will gain insight into staff management, effective preparation, use and control of resources, and the maintenance of adequate operating and sales information.

Learners will develop an understanding of the importance of relevant legislation, particularly in respect of hygiene, safety and effective trading in the food service. This is important as it underpins all aspects of food service operations, minimising potential risks of non-compliance and assisting learners in their preparation for work.

Good workflow systems are essential to ensure success in hospitality business. Learners will analyse appropriate workflow systems, and consider influencing factors in their design and how they contribute to successful food and beverage operations.

● Learning outcomes

On completion of this unit a learner should:

1   Know the organisation of staff and service methods within food service operations

2   Understand food service practices and procedures and liaison with other departments

3   Understand the importance of legislation and regulations within food service organisation

4   Be able to carry out a workflow system analysis of food service environments.

Unit content

1 Know the organisation of staff and service methods within food service operations

Staff organisation: staff structure and roles (traditional brigades, partie system, teams, sole worker); support staff (still room staff, casual staff, cleaning staff)

Food service operations: types eg restaurants, pubs, banquets, fast-food businesses, food halls/courts, rail/road/sea/air operations

Service methods: methods (silver service, plate service, buffet, self-service, assisted service, room service, counter service); suitability for hospitality business and cost implications eg customer demand, speed of delivery, staff skills, ambiance, appropriate equipment and furniture

2 Understand food service practices and procedures and liaison with other departments

Practices and procedures: communications; staff planning; rotas; work allocation; motivating staff; training; monitoring preparation of food service operation; use of equipment; stock control; monitoring food service provision

Liaison with other departments: departments eg front office, reservations, linen room/laundry, stores, bar, cleaning, maintenance, sales and marketing

Customer service and selling: developing repeat sales; after-sales service; ensuring customer satisfaction; greeting procedures and handling customer arrivals/departures; sales procedures (reservations, cash handling, maintaining records, sales analysis)

3 Understand the importance of legislation and regulations within food service organisation

Importance of legislation and regulations: sale of goods; misrepresentation; consumer protection; food labelling; supply of goods and services; licensing; environmental health requirements

Compliance: importance (to the business, to staff, to customers); statutory obligations; legislation and regulations; employer/employee responsibilities and voluntary measures; guidance documents; industry/organisational codes of practice; non-compliance consequences

Hygiene: codes of practice relating to personal hygiene; food hygiene (display, replenishment, rotation, storage temperature); environmental health requirements

Safety: codes of practice relating to location and use of equipment, layout and presentation; staff roles and responsibilities; storage procedures; electrical equipment; manual handling; cleaning materials; potential hazards eg spillage, breakage, handling of hot food; behaviour of self, staff and customers

4 Be able to carry out a workflow system analysis of food service environments

Systems: design and layout; presentation; staffing; stock; equipment; monitoring and control points; efficiency

Influencing factors: food service practices and procedures; types of operation; equipment; available staff and expertise

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 describe staff organisation and service methods for different food service operations [IE 1, 2, 3]	**M1** compare the organisation and staffing of food service operations	**D1** evaluate the effectiveness of organisation and staffing in food service operations
P2 explain organisational practices and procedures in food service operations and their liaison with other departments [IE 1, 2, 3]	**M2** assess the importance of effective organisational practices and procedures and liaison with other departments	
P3 identify the principle aspects of hygiene and safety requirements **P4** explain the legislation and regulations that are relevant to food service operations **P5** explain ways in which compliance is monitored [IE 1, 2, 3]		
P6 carry out a workflow system analysis in a chosen food service environment. [IE 1, 2, 3]	**M3** explain how a range of factors can influence the design of workflow systems in a food service context.	**D2** evaluate a workflow system in a food service context, explaining strengths and weaknesses including making recommendations for improvement.

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit makes an important contribution to the supervisory aspects of food and beverage service organisation, particularly those relating to the organisation and supervision of people.

This unit sets out to make learners aware of the different types of food service operations in the hospitality industry and to identify the different situations and contexts in which they can take place. The unit is designed to prepare learners for supervisory roles in a wide spectrum of food service operations and the taught content should not just be centred on the more traditional restaurants. There will need to be theoretical input on the different types of food and beverage operations and their staffing structures. Learners should be encouraged to provide examples from their own experiences as a customer and employee or as a result of work based experience. Encouraging learners to draw on their personal experiences will be beneficial when discussing industrial practices, procedures and liaison with other departments.

Learners need to be taught the importance of regulation and legislation that applies to a food and beverage operation. The use of outside speakers can provide an excellent input to the practical aspects of implementing legislation as well as the penalties for non-compliance. To gain an appropriate understanding of workflow systems, learners would benefit from a series of directed visits to a variety of businesses, where they can form their own judgement on the effect of workflow design on customer service. It is important that learners are adequately briefed before visits.

In order to analyse and evaluate workflow situations, learners will need some practical experience. This could be based on the centre's own training or commercial operations, case study materials, or real commercial operations. The content of the unit will require the teaching and development of some basic research skills. This can focus on sources of information, collating, selecting and analysing information.

This unit could be delivered in a holistic manner with *Unit 5: Supervisory Skills in the Hospitality Industry*, *Unit 6: Food and Drinks Service* and *Unit 7: Alcoholic Beverage Service*. This would provide learners with the opportunity to organise and manage a food and beverage team in the delivery of products to customers and contribute to the development of supervisory skills and consequently their longer-term goals.

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.
Whole class teaching: staff structures and roles, job functions and titles.
Whole class teaching: food service operations, types of businesses.
Visit to a food hall/court and/or another food service business to find out about layout, design, choice of equipment and furnishings and staffing.
Learners undertake a survey of the type and range of food and beverage business within a given radius of their home or centre. This can then form the basis of the formal input for service methods.
Whole class teaching: service methods.
Assignment 1 – Staff Organisation and Service Methods (P1, M1, D1)
Learners produce a booklet about staff organisation and service methods within food service operations.
Whole class teaching: the supervision and management of food service businesses, staff duties and rotas, work allocation, training and motivation.
Whole class teaching: preparing a food service operation for service/opening/the customer.
Whole class teaching: sales and marketing, publicity, the customer, customer satisfaction, sales procedures and associated administration.
Whole class teaching: liaison and communication with other departments, working relationships, internal customers.
Assignment 2 – Organisational Practices and Procedures in Food Service Operations (P2, M2)
Learners produce a presentation about food service practices and procedures and liaison with other departments.
Whole class teaching: compliance with the law and penalties, employee and employer responsibilities. Learners to get examples from the press of examples of businesses breaking the law, identifying what law, the offence, the penalty and the consequences for the customer.
Outside speaker, Health and Safety Executive or local authority representative or environmental health officer to provide first-hand evidence of legislation in practice.
Whole class teaching: hygiene, safety, minor accidents, security and associated issues.
Assignment 3 – Legislation and Regulations within Food Service Organisation (P3, P4, P5)
Learners produce a booklet about the importance of legislation and regulations within food service organisation.
Whole class teaching: systems planning and design, equipment and furniture, heating, lighting and ventilating as applied to a food service business.
Visit to an equipment manufacturer, supplier or trade exhibition to understand different specifications for different businesses and to see a range of different equipment.
Whole class teaching: influencing factors, food service practice and procedures.
Learners undertake a risk assessment for hygiene, or safety or security in a food service business to reinforce principles of effective supervision and management.
Assignment 4 – Workflow and System Analysis (P6, M3, D2)
Based on carrying out a workflow system analysis in a chosen food service environment.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

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 – D1

Evidence for P1 could be obtained through work experience or through visits to a variety of food service businesses. Alternatively, learners could undertake research to determine the link between staff organisation, style of operation and methods of food service in different situations. The evidence will focus on at least three distinct types of food service businesses and identify the staff organisation and service methods within each. At least two of the businesses will be of roughly similar scale in terms of numbers of staff and customers.

M1 requires learners to compare two of the food service operations identified in P1 (which will be of a similar scale to make valid comparisons), explaining why service methods and staffing are appropriate for each organisation, and amplifying evidence presented in P1.

To achieve D1, learners need to identify and analyse the interlinked components of operation type, service and operating methods, and staffing. They will evaluate the strengths and weaknesses within the businesses identified in M1, and suggest improvements that could be made. For example, a study of a particular business might lead them to suggest reasons why the cashier should not provide the service of hot drinks.

P2 – M2

For P2, evidence could be obtained at the same time as the research for P1 through work experience or visits to a variety of businesses. Learners need to undertake some primary research in different situations into the operational practices and procedures, and they need to describe how the local labour market and local environment are reflected in these practices and procedures. Learners will use their research and experience to identify the role of inter-departmental communications.

The evidence for M2 must focus on the reasons why good practices and procedures are important to the business, and the results of poor procedures and liaison (a lack of product knowledge will lead to incidents and complaints). Evidence will also focus on the need to take into account outside influences (for example knowledge of local events which may create unusual demand) and their effect on efficiency and customer service.

P3 – P4 – P5

For P3, learners must identify examples of current codes of practice relating to personal hygiene and location and use of equipment, layout and presentation. Learners will show understanding of the methods and procedures to be followed when carrying out work responsibilities in a food handling area to ensure that food safety is not compromised. This will depend on the nature of work responsibilities and food safety requirements as specified by the workplace. It includes an understanding of the types of hazards that can occur as a result of work activities.

For P4, learners are not expected to reproduce lengthy explanations of relevant legislation and regulations. Instead they will explain in their own words the practical considerations of the regulations and good practice guidelines associated with hygiene and safety.

For P5, learners need to explain systems and ways of ensuring compliance. They also need to identify penalties for non-compliance. Use of relevant terminology is critical to achieving this criterion.

P6 – M3 – D2

P6 requires learners to carry out a workflow system analysis in a chosen food service environment with which learners are familiar. The evidence will focus on one business, analysing the passage of products from the point of delivery to the point of service. Learners will relate this path to the layout, equipment and staffing and show how presentation, stock and equipment are important to ensure effective workflow and good customer service.

For M3, the evidence will build on the systems identified in P6, referring to more than one business. Learners need to identify relevant factors and show why they have to be considered to create effective workflow. For example, in the design of a self-service area, customers should not be expected to join the food queues if all they require is a drink.

For D2, learners must independently evaluate a workflow system. Evidence could be in the form of a presentation or written report expanding on M3 evidence. It will contain precise and detailed information related to more than one business, objectively reviewing relevant factors, identifying strengths and weaknesses and justifying viable and realistic recommendations for improvement. An example might be a suggestion to introduce automatic dispensing of hot beverages managed by the customer so that staff could concentrate on the service of hot food.

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, D1	Staff Organisation and Service Methods	Learners take the role of food buyers for a large chain of hotels and need to produce a booklet for use with new staff.	Learners produce a booklet or other material for use with new staff.
P2, M2	Organisational Practices and Procedures in Food Service Operations	Learners continue in the role of food buyers and create a presentation for use with new staff.	Learners create a presentation for use with new staff.
P3, P4, P5	Legislation and Regulations within Food Service Organisation	Learners continue in the role of food buyers and need to produce a booklet for use with new staff.	Learners produce a booklet or other material for use with new staff.
P6, M3, D2	Workflow and System Analysis	Learners continue in the role of food buyers and need to carry out a workflow system analysis of food service environments.	Learners produce material in suitable format.

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
	Supervisory Skills in the Hospitality Industry
	Food and Drinks Service
	Alcoholic Beverage Service
	The Principles of Food Safety Supervision for Catering
	Environment and Sustainability in Hospitality
	Events Organisation in Hospitality
	Industry-related Project in Hospitality

Essential resources

It is essential that learners have access to food service businesses to enable them to observe real operational situations. Learners would benefit from industry guest speakers to give a talk on food service organisation.

Employer engagement and vocational contexts

Partnerships with local catering and hospitality businesses and organisations will help support learners to ensure they have access to the range of businesses needed to analyse a food service environment.

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	describing staff organisation and service methods for different food service operations
	P2	explaining organisational practices and procedures in food service operations and their liaison with other departments
	P3	identifying the principle aspects of hygiene and safety requirements
	P4	explaining the legislation and regulations that are relevant to food service operations
	P5	explaining ways in which compliance is monitored
	P6	carrying out a workflow system analysis in a chosen food service environment [IE 1, 2, 3].

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	evaluating workflow systems [RL 5, 6].

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	researching workflow principles and systems and associated information
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching workflow principles and systems and associated information
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	
Bring together information to suit content and purpose	preparing a report to analyse workflow in a food service environment
Present information in ways that are fit for purpose and audience	preparing and giving a report to analyse workflow in a food service environment
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	
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	making a verbal presentation making recommendations for improvements to the workflow of a food to beverage environment
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	comparing different legislation and aspects of legislation that is applied to a food and beverage situation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing the staff organisation and service methods for different food service operations explaining organisational practices and procedures in food service operations and their liaison with other departments analysing the workflow system in a chosen food service environment, identifying strengths and weaknesses and making recommendations for improvements.