



Unit 7: Supervise Food Service Operations

Delivery guidance

Approaching the unit

The purpose of this unit is to allow your learners to develop the knowledge and skills they need to supervise food service operations. Your learners will develop the expertise to deal effectively with staff and gain an understanding of the different service methods used within food service operations. Your learners will have the opportunity to explore the skills needed to plan and organise the preparation and layout of a range of different food service outlets.

To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, including the following.

- Discussions: for example, class and small group discussions on food service operations.
- Individual or group presentations: to cover, for example, different types of food service operations.
- Scenarios: to allow learners to practise various types of food service operations.
- Videos or internet clips: to illustrate food service situations.

Group work is an acceptable form of delivery, but you must ensure that each learner produces enough evidence on their own for assessment.

Learners will benefit from visits to different hospitality businesses and the involvement of local hospitality businesses so that they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them as guest speakers
- asking them to be members of the audience for learner presentations
- asking them to contribute to case study material
- asking them to provide work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor your learners.

Learning aim A

In learning aim A learners will develop an understanding of food service operations. They will begin to understand the different departments within a food service operation. Learners will be introduced to the different job roles within each department and the roles these jobs play in a food service operation. Learners will investigate the different types of food service operations and the type and style of food they provide. Finally, learners will be introduced to the different types of food and service methods available and investigate the style of service these types of food operations provide and why there is a need for variety. The best way of delivering this learning aim is through tutor presentations and learner research. Guest speakers and visits to hospitality outlets could also be advantageous.

Learning aim B

In learning aim B learners will observe the workflow in different outlets and gain an understanding of how they differ depending on the food service operation. Learners will develop the skills needed to improve working practices both through self-development and by learning new customer skills. Learners will gain skills in communication when dealing with other departments in a food service operation and begin to work better as part of a team. Finally, this learning aim will enable learners to gain an understanding of the preparation needed for food service. Learners will be introduced to the practical service area and begin to prepare for a variety of service styles. This learning aim requires learners to be taught the principles of preparation for food service and investigate the variety of food service styles. Learners will also benefit from access to a practical food service area incorporating different service styles.

Learning aim C

In learning aim C learners will develop the skills needed to plan for a food service operation. Learners will complete the planning documents required for food service. Learners will develop practical skills allowing them to plan for a variety of different food service operations. Learners will need to complete a variety of planning documents and have access to a practical food service operation.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand the organisation of staff and service methods within food service operations	A1 Staff organisation A2 Food service operations A3 Food service methods	Written documentation evidencing how food service operations work, the organisation of staff and the different methods used for different styles of food service operations.
B Observe the workflow in different food outlets	B1 Practices and procedures B2 Liaison with other departments B3 Food service preparation	Detailed observation records from two contrasting food service operations. A detailed and justified report outlining the different food service operations seen.
C Plan the organisation of food service operations to a given brief	C1 Influencing factors on workflow system C2 Planning documents for food service	Detailed and justified planning documents for a given food service operation.

Assessment guidance

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

The assessment for this unit is internal. The recommended assessment is three assignments.

For learning aim A learners must independently produce a sample of written work describing different food service operations, the different service methods available and the organisation of staff in food service operations. Learners will describe different types of organisational practices and procedures. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into a wide range of hospitality food service operations. Learners will need to assess the different organisational practices and procedures and their suitability for different dining situations to fully meet customer needs.

They should demonstrate in their written work, knowledge and understanding of the organisation of staff and service methods used within a food service operation organisation and apply this in context. To gain a distinction grade, learners will need to produce a comprehensive sample of work that fully justifies their evaluation.

For learning aim B and C learners will write a report outlining the different types of food service organisation they have seen. They will assess and discuss the different styles of food service operation.

Learners will plan for the layout of a food service operation and produce planning documents. The planning documents will record the equipment and resources needed including staffing needs. Learners will plan how to set up the food service area, taking into consideration the food service styles and techniques needed and health, safety and hygiene requirements. Learners will list all the necessary equipment for the given food service style. To gain a distinction grade, learners will need to produce detailed and complex planning documents and write a detailed and justified report.



Getting started

This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.

Unit 7: Supervise Food Service Operations
<p>Introduction</p> <p>Begin by providing an overview of the unit, what your learners will study, and how they will be assessed. Ask learners to write about their experiences in different restaurants and what they enjoyed. Ask learners if they are currently working in a food service operation.</p>
<p>Learning aim A: Understand the organisation of staff and service methods within food service operations</p> <ul style="list-style-type: none">• You can begin the delivery of this learning aim by having a class discussion on food service operations and what the term means to your learners. This discussion could be supported using a suitable video or internet clip reinforcing to learners the term food service operations. Ask learners to record the different types of food service operations that they can find online by completing a worksheet.• You can discuss the different types of staff organisation within food service operations and ask learners questions to establish any base knowledge. Then split the class into small groups giving each group a type of staff structure to investigate. Each group could design a presentation to explain their group's function and structure. Encourage learners to include examples of businesses where these staff structures would be used. These presentations can then be presented to the class, and you can add to them if necessary. Staff structures used should include:<ul style="list-style-type: none">○ traditional brigades○ partie system○ teams○ sole worker.• You can introduce learners to the work of different departments when delivering a food service by using a tutor-designed presentation. Learners can then work in pairs and research the different job roles within each department. They can then share with the class and you could collate their work to make one handout. Learners should research:<ul style="list-style-type: none">○ kitchen staff○ food and beverage staff○ front office staff○ housekeeping staff○ conference and banqueting○ support staff.• A visit to a large hotel will help learners to put these departments into the correct context. During the tour, it would be advantageous for learners to observe the staff working in different departments and learners could interview staff using a tutor-designed questionnaire. As an extension, learners could record staff activities and then later on they could use their notes to write about the different job roles that they observed and to identify the departments the staff came from.• Issue learners with a tutor-designed worksheet containing some staff jobs and ask them to describe these jobs and the area in which the staff work (from the list above).• Learners should individually record as many different types of food service establishments they can. These can then be presented back to the class and you can collate one list. Use a video or

internet clip to show learners a number of these establishments and the style of service they use. You can find clips of most of the establishments online on YouTube. As an extension, learners could record the service styles and write a short paragraph analysing each style and its suitability for the establishment in which they witnessed it being used.

- Learners can then work in pairs with a selection of these food service establishments and record the type of meals they are most likely to provide. This can later be discussed as a class. You should confirm their learning.
- Ask learners about any events they have attended in hospitality. Ask them to establish what makes a hospitality event compared to a regular type of event. Give learners a list of events and ask them to identify if they are a hospitality event or not. This exercise will help you to establish if learning has taken place.
- Ask learners to research types of food service and name local establishments that fall into each category. You should encourage your learners to give at least two examples of each group.
- Split learners into small groups and ask them to research and design a presentation on food service styles. This can then be shared with the class and amended if necessary. These presentations can then be used as a reference tool for learners. Food service styles to be investigated should include:
 - banquet
 - gueridon
 - buffet
 - plated
 - carvery.
- Ask learners to record as many different types of food service methods as they can. Use the methods listed in the specification and ask learners to match as many different pre-printed examples to the service methods. Learners can then check their responses with the class responses. Service methods used should include:
 - eating for pleasure
 - eating for necessity
 - methods of service
 - suitability.
- Learners can be given a selection of local hospitality businesses and research the method of service available. Learners can record this information and share it with the group. They could then write up a short report comparing how two of the businesses use different service methods and analysing why.
- Use a teacher-designed worksheet about different food service methods to check of the learning outcome.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.

Learning aim B: Observe the workflow in different food outlets

- You can begin this learning aim by providing learners with an introduction to the working practices needed for a food service operation. This can be done with a presentation and a tutor-designed worksheet. The specification contains the points that need to be covered.
- Ask learners to think about the different working practices needed for the running of a food service operation. Discuss learners' responses. Learners can then complete the tutor-designed worksheet, where learners must explain the importance of these working practices to the organisation.



- Ask learners to discuss customer service and how this will impact on the food service offered. A presentation or internet clip can reinforce the importance of customer service.
- Learners can work independently and write a report based on a case study of a customer service incident that was not handled correctly. Learners should be encouraged to suggest improvements and justify them using examples from the case study.
- Ask learners to role play customer service situations in small groups. One learner can write an observation record of the role play. The learners should be encouraged to give constructive feedback for improvement. Everyone should practice writing the observation records.
- Learners should work independently to write a short report based on the role play from the previous activity. Learners should make recommendations for improvement based on the observation record and justify their opinions.
- Use a tutor-designed worksheet to recap the different departments that a successful food service operation will liaise with regularly. Ask learners to role play different situations that occur between different departments. Learners can act this role play out in groups and give constructive feedback to each other.
- Introduce learners to the different requirements for food service preparation. Use a range of scenarios based on case studies to ensure understanding about the range of required preparation needed dependent on the food service operation.
- Learners can take part in a workshop where they must prepare for a food service operation. You should give them a basic brief telling them the type of operation and the basic requirements. Learners should have access to a practical service area for this activity. They should consider things such as: health and safety; equipment; layout; menu; staff; briefing; customer needs; contingency. You can observe your learners and give practical, constructive feedback to the groups about their activities.
- It would be useful to arrange a visit to a variety of food service operations or encourage learners to go to a range of food service operations and observe the practices at these different places. Learners can complete a tutor-designed worksheet, which can be used to record the differences seen between contrasting food service organisations.
- Ask learners to write a report outlining the different types of food service operations that they been introduced to and comparing the different service styles in two contrasting food service operations.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.

Learning aim C: Plan the organisation of food service operations to a given brief

- Introduce learners to this learning aim by discussing the importance of planning. This can be done as a tutor presentation showing learners how to plan and organise food service operations. A video or internet clip showing learners how to plan for service effectively can be used to reinforce this learning aim.
- Learners can be given an example of a brief and as a class can work through the planning of the food service based on that brief, completing an accompanying worksheet.
- A guest speaker from the hospitality industry could help learners understand the importance of following a brief to ensure the correct style of service is given to customers.
- As an extension, learners could be asked to write up the main points discussed by the guest speaker.
- Learners can work in pairs to create a basic plan based on a tutor-designed client brief. These can then be shared with the group and discussed to ensure everyone understands the different client briefs and how these impact on the style of service required.

- Learners can be given planning documents and encouraged to complete them according to their given scenarios from the exercise above. Learners should then swap scenarios and complete a separate set of planning documents. This will allow your learners to compare two different sets of planning documents and understand the different customer needs from two different briefs.
- As practice for assessment, learners should be asked to annotate a plan with justifications and their reasons for choosing the equipment and selection of resources that they have used on the previous tasks.
- Learners can be given a detailed case study and a selection of planning documents. They can complete the documents according to the case study. This will test learners' understanding of the planning process.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 8: Supervise Food and Beverage Service
- Unit 14: Luxury Hospitality
- Unit 19: Events in Hospitality.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Davis, B., Lockwood, A., Alcott, P. and Pantelidis, I., *Food and Beverage Management*, 6th Edition, Routledge, 2018, ISBN: 9781138679313

An introductory textbook that provides coverage of financial aspects including forecasting and menu pricing with examples of costings. This textbook is suitable for all learners.

Barrows, C., Powers, T. and Reynolds, D., *Introduction to Management in the Hospitality Industry*, 10th Edition, John Wiley & Sons, 2011, ISBN: 9780470399743

An introductory textbook that provides an overview of all aspects of the hospitality industry. This textbook is suitable for higher-level learners.

Cousins, J., Lillicrap, D., *Food and Beverage Service*, 8th Edition, Hodder Education, 2010, ISBN: 9781444112504

An introductory textbook that covers customer service in practical hospitality areas. This textbook is suitable for all learners.

Foskett, D., Paskins, P. and Pennington, A., *The Theory of Hospitality and Catering*, 13th Edition, Hodder Education, 2016, ISBN: 9781471865237.

A well-respected student and teaching book covering the essentials of hospitality and catering in detail. This textbook is suitable for all learners.

Videos

Food service operation videos filmed in a realistic working environment which can explain and show learners the different styles and requirements of food service operations. These resources can be found on YouTube and on larger food service operation sites.

Larger hotel groups will also have useful resources which should be available via their HR departments.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.