



Unit 8: Supervise Food and Beverage Service

Delivery guidance

The unit is mostly a practical unit, which allows your learners to investigate how to supervise food and beverage services. Learners will develop the skills needed to prepare and provide the service of food and drink. Learners will need to develop the skills needed to supervise a team.

Learners will be required to develop the knowledge needed to provide a service in a variety of food service concepts. Learners will then work in a practical environment as a supervisor organising the preparation and service of food and drinks. Finally, learners will review the food and beverage service.

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 and beverage service in hospitality.
- Individual or group presentations: to cover, for example, different types of food and beverage service.
- Scenarios: to allow learners to practice various types of food and beverage service.
- Videos or internet clips: to illustrate food and beverage 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.

Approaching the unit

In learning aim A learners will develop knowledge about a variety of food service concepts. Learners will investigate the meal experience and develop an understanding of the different types of customer needs in food and beverage service. Learners will be introduced to the different kinds of food and beverage service methods and the importance of the customer experience. Finally, learners will investigate the variety of food and beverage service styles available. The most appropriate way to deliver this learning aim is through tutor presentation and learner investigation.

Learning aim B equips learners with the practical skills needed to supervise a food and beverage service. Learners will undertake practical tasks, including preparation for service and the layout of the service area. They will develop supervisory skills and lead a team briefing. This is a practical learning aim and learners should have access to a real working environment which is fully equipped for a food and beverage service. Learners will benefit from visiting a variety of food service outlets.

Learning aim C focuses on learners gaining the skills to monitor service in a supervisory role. Learners will then be able to review the service, allowing them to develop further in the role of supervisor. Learners will need access to a practical food and beverage service to allow them to monitor the service. Learners will need to have access to a variety of review materials.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate the importance of the meal experience	A1 The meal experience A2 Food and beverage service methods A3 Food and beverage service styles	Detailed written work that examines the meal experience and considers the different factors in food and beverage service methods and styles.
B Demonstrate supervision of the preparation and service of a food and beverage operation	B1 Service area preparation and layout B2 Service area layout B3 Team briefing	A practical demonstration of supervision in a food and beverage operation of the centre's choice. Supported by a detailed evaluation of the service.
C Review food and beverage service	C1 Monitor the service C2 Review the service	

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.

This unit is internally assessed. The recommended assessment is through a maximum of three assignments.

For learning aim A learners should investigate the importance of the meal experience. They should gain and understanding of why customers want to have a meal outside of their homes. Learners should investigate and understand the importance of the meal experience. They should produce independent written work. This could be in the form of a presentation or report based on the factors that make up the meal experience. It should cover the different service methods used in food and beverage service as well as the different types of food service styles available. Learners should demonstrate an understanding of the different variety of food service operations. Learners should also demonstrate the importance of the meal experience dependent on the food service style and operation.

To gain a distinction grade, learners will need to produce comprehensive evidence that fully justifies and evaluates the meal experience and service styles.

For learning aim B and C learners will work in a practical food and beverage operation, preparing for and carrying out service. They will need to design their planning documents and follow them to instruct team members in their duties. Learners will be observed by the tutor and should work in an organised manner, ensuring the area is ready for service prior to the given time. After service, learners will produce an evaluation detailing the service and making recommendations for improvements.

To gain a distinction grade, learners will need to show independent working skills and complete a staff briefing prior to service. The evaluation should be comprehensive and detailed, recommending justified improvements for future services.

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 8: Supervise Food and Beverage Service

Introduction

Begin by giving an overview of the unit, what your learners will study, and how they will be assessed. You will need to ensure they understand that this is a practical unit.

Learning aim A: Investigate the importance of the meal experience

- You can use a presentation to introduce the first learning aim to the learners. Learners will need to understand the concept of the meal experience and how this contributes to the success of the business. Learners can be asked to write a report on the last meal they had in a restaurant. They could record the experience and what their likes and dislikes were.
- Discuss with learners the factors that contribute to the meal experience. Encourage learners to discuss the importance of each factor.
- Ask learners to get into groups and discuss what they think customer needs are. Ask learners to make notes, and these can be discussed as a class. Learners can then work independently using this information to record the customer needs in a food and beverage service.
- Discuss different customer needs using the examples from the specification. Design a worksheet listing different customers' needs and ask learners to explain how these needs can be met.
- Ask learners to complete a tutor-designed worksheet to explain the different customer needs. You should include the following:
 - dietary needs
 - lifestyle needs
 - economic
 - convenience.
- Use a presentation to cover the different types of operating systems:
 - food production
 - beverage service
 - food and beverage service.
- In pairs ask learners to investigate local hospitality businesses and the type of operating system they use. Get learners to feedback to the class on their research.
- In small groups ask learners to write a report and present it to the class on one factor from the customer experience. The learners could be given small scenarios to help set the scene of the report. They could use:
 - sequence of service
 - delivery of food and beverage
 - ordering food and beverage
 - consumption of food and beverage.



- Use a presentation to explain to learners the variety of food service styles. You could use a video or internet clip to show the difference between these food service styles. You can find examples of most of these different styles on YouTube.
- You can ask learners to complete a tutor-designed worksheet to identify the different service methods used in food and beverage outlets. This will ensure learners have a good understanding of the variety of food and beverage outlets and how they all differ in service style. Service methods to include should be:
 - table service/waiter service
 - assisted service
 - self-service
 - single point service
 - specialised service.
- Ask learners to complete a written task based on basic profiles of different people and their food and beverage needs. Learners should decide the best food service operation to meet these needs and discuss any factors that would have to be considered.
- Ask learners in pairs to record as many different types of food and beverage businesses as they can. Using these businesses ask learners to record the type of service each business uses.
- Visits to a variety of food and beverage operations would be useful to help learners understand the difference in service styles. It could be advantageous to design a questionnaire for learners to ask staff about their experience and job roles so learners can compare the different outlets. Learners can then record the practice and make recommendations for improvement. Learners should also make notes on the different service methods and write a report explaining the difference between the service methods observed.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.

Learning aim B: Demonstrate supervision of the preparation and service of a food and beverage operation

- When you introduce learners to this learning aim, you need to ensure that they all understand the role they will be playing in this practical part of the unit. They will act as a supervisor and need to demonstrate effective supervision of the preparation and service of a food and beverage operation.
- Introduce learners to the practical service area and type of service requirement they will be preparing and serving in. This will be dependent on the practical service area. Learners should be given access to the booking requirements, and the details of these should be discussed with learners to ensure understanding. Booking requirements should include:
 - style of service
 - reservations
 - events
 - pre-booked requirements
 - staff rotas.

- Learners should compare a selection of customer service booking requirements for different service styles explaining the meal requirements. Learners should write a report outlining the different service styles required from each set of completed forms.
- Learners should practise designing a service brief from information given by the tutor and the booking requirements for a given service area.
- Learners should be shown different service layouts according to a variety of service styles. You should ensure that learners understand how to consider different factors in their service layouts. These factors can be discussed with learners according to a variety of different scenarios. Factors to discuss with learners should be:
 - health and safety
 - service layout
 - customer needs.
- A presentation covering the points that need to be included in a service brief should help learners understand the importance of a service brief for delivering an effective food and beverage service.
- Ask learners to write their own team briefing notes based on a case study. Learners should include:
 - the menu
 - special offers
 - pre-ordered meals
 - dietary requirements
 - health and safety briefing
 - service requirements
 - technical skills taking orders.
- More examples to include in the team briefing are contained in the specification.
- Ask learners why giving the correct information to staff and customers is important when running a service. Learners can work in groups to design a presentation on the positive and negative effects of communication with a team. These presentations can be shared with the class.
- Learners can work as a group designing a list of professional attributes that a supervisor should have when leading a team in a food and beverage service. This list can help inform the code of practice for learners when they are carrying out the practical element of this unit.
- You can ask learners to research different codes of practice used in hospitality businesses, and they can share these with the group. You can explain the codes of practice that are used in the practical service area learners will be working in.
- You can design a quiz on the importance of teamwork in food and beverage service, so learners are reminded why teamwork plays an important part in the meal experience for customers.
- Learners can role play by taking turns being the supervisor and practice preparing and serving for a variety of service styles from tutor-designed scenarios. This will enable learners to be prepared for the practical assessment. Learners should give each other written feedback that can be used by learners to write about the effect of the service and what they could implement in order to make improvements.



- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.

Learning aim C: Review food and beverage service

- Introduce learners to the learning aim by asking learners to come up with as many pre-service checks as possible. Ask learners to record these ideas, and then collate them into one list. This list can then be discussed as a class so that learners can choose which ones apply to their areas.
- Learners can discuss the importance of these pre-service checks, and the effect not carrying out pre-service checks could have on the food and beverage operation. Learners can design a service checklist of tasks to ensure all duties are included.
- Learners can work in small groups to think of as many ways as possible to check staff during service. These can then be fed back to the class, and you can make one list into a handout.
- Learners can research different methods to collect customer feedback and then comment on the suitability of each method for their area. This can be used as a class discussion.
- A presentation can help learners to see the most effective way to review all feedback and make suggestions for improvement.
- Lead role-play exercises to allow learners to practise giving feedback to team members and advise on the best way to provide this feedback. This exercise can be done in front of the class, allowing the class to participate.
- Tutor to discuss the effect of team performance and individual performance on the business.
- Learners to complete worksheets on the positive and negative effect of teams and individuals on the business. This can be discussed as a group.
- Tutor to discuss service times for different service styles and the needs of the customer being met.
- Learners should be given a case study of feedback received after a food and beverage service, and learners must suggest improvements based on the case study. Learners should be encouraged to design an action plan for improvement based on their recommendations. Learners to include the customer needs being met. This will ensure learners understand the final task in the unit assessment.
- 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 7: Supervise Food Service Operations
- 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 respective examples of costings. 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. 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. Suitable for all learners.

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

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

Videos

YouTube videos of different service styles. Most large hotel and restaurant chains have interactive sites containing useful clips of service styles.



Websites

The Caterer website: an interesting magazine website recording latest updates in hospitality.

Dynamic Learning from Hodder Education: An interactive learner and teacher platform covering all aspects of hospitality and catering.

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.