

# SQA Advanced Unit Specification

## General information

<b>Unit title:</b>	Management of Food and Beverage Operations (SCQF level 8)
<b>Unit code:</b>	J47G 48
<b>Superclass:</b>	ND
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<b>Version:</b>	02

## Unit purpose

This unit is designed to give learners the opportunity to put into practice knowledge, understanding and skills gained in a range of operational areas and to enable them to demonstrate competence in managing a realistic food and beverage activity.

This unit is suitable for learners who are interested in pursuing a management career within the hospitality industry.

This unit is mandatory in the SQA Advanced Diplomas in Hospitality Management and Professional Cookery with Management at SCQF level 8. It can also be undertaken as a standalone unit.

This unit is also part of a suite of units at SCQF levels 5, 6, 7 and 8 that explore the hospitality industry.

## Outcomes

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

- 1 Develop an operational plan for a food and beverage service.
- 2 Manage the implementation of the operational plan.
- 3 Critically evaluate the effectiveness of the operational plan.

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### Credit points and level

3 SQA unit credits at SCQF level 8: (24 SCQF credit points at SCQF level 8).

### Recommended entry to the unit

Learners should possess a good understanding of the hospitality industry. They should also have experience in practical skills across a range of subjects and possess good communication and interpersonal skills. This may be demonstrated by the achievement of an SQA Advanced Certificate in Hospitality Operations or Professional Cookery.

### Core Skills

Achievement of this unit gives automatic certification of the following:

- ◆ Complete Core Skill      Problem Solving at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the **support notes** section of this unit specification.

### 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.

### 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](http://www.sqa.org.uk/assessmentarrangements).

### 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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### Outcome 1

Develop an operational plan for a food and beverage service.

##### Knowledge and/or skills

- ◆ Stages of the planning process
- ◆ Suitable marketing strategies
- ◆ Development of an operational plan
- ◆ Control methods
- ◆ Costings and records of financial information
- ◆ Materials and equipment
- ◆ Physical and human resources
- ◆ Current industry practice
- ◆ Legal requirements
- ◆ Risk assessment and contingency planning

#### Outcome 2

Manage the implementation of the operational plan.

##### Knowledge and/or skills

- ◆ Leadership and communication skills
- ◆ Management of physical and human resources
- ◆ Implementation of the operational plan
- ◆ Control procedures for food and other stocks
- ◆ Control procedures for hygiene and health and safety
- ◆ Monitoring of standards
- ◆ Contingency plans

#### Outcome 3

Critically evaluate the effectiveness of the operational plan.

##### Knowledge and/or skills

- ◆ Analysis and evaluation of performance
- ◆ Conclusions

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### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Develop an operation plan for a food and beverage service for a minimum of 30 covers. This should include:

- ◆ A logical approach to the construction of the operation plan, this must include the rationale and justification for the theme/event
- ◆ A strategy for the event covering the aims and objectives, the standard required, the customer group and the planning process
- ◆ Details of the control methods to be used for service standards, quality control and discussing feedback from both customers and the team
- ◆ Costings and records of financial information necessary for the success of the event
  - If 'back of house' the evidence should include costing of menus
  - If 'front of house'; the evidence should include the selling price of the menu, table decoration, etc
- ◆ Requirements for all materials and equipment
- ◆ Human resource requirements
- ◆ Information on current industry practice
- ◆ Information on legal requirements
- ◆ Risk assessment and contingency planning

Using the viable plan from Outcome 1, manage the implementation of the operational plan, this should include:

- ◆ Demonstration of leadership and decision-making skills
- ◆ Demonstration communication skills, including briefing sessions, task allocation and training schedule for service
- ◆ Controlling of food and other stocks
- ◆ Controlling of finance
- ◆ Compliance with legislation
- ◆ Monitoring of standards of service, including re-instatement of the area
- ◆ Implementation of contingency plans, if required

Critically evaluate the effectiveness of the operation plan, this should include:

- ◆ Analysis of performance, covering the planning process, during the event, own performance and team performance
- ◆ Analysis of customer feedback
- ◆ Analysis of financial information
- ◆ Conclusions and recommendation for future

Each learner should present evidence of the planning, management and evaluation of a substantial realistic food and beverage event for a minimum of 30 covers (eg a themed dinner/lunch, finger/fork buffet).

### Support notes

**Unit title:** Management of Food and Beverage Operations (SCQF level 8)

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 120 hours.

#### **Guidance on the content and context for this unit**

This unit is mandatory in the SQA Advanced Diploma in Hospitality Management and the SQA Advanced Diploma in Professional Cookery with Management. It brings together skills and knowledge gained in the first year units of the awards.

This unit is designed for learners who are interested in pursuing a management career within the hospitality industry or those already working in the industry who wish to improve their prospects. It covers the knowledge and practical skills required to plan, implement and evaluate events of a complex nature.

#### **Guidance on approaches to the delivery of this unit**

Learners are expected to have the prior knowledge necessary to cover the three outcomes in this unit. It is the role of the tutor to develop this knowledge in a practical, management-oriented way.

Learners should be encouraged to work in small groups to develop their events although their final portfolio of work must be individually completed.

Tutors should encourage learners to develop their events in line with current industry practice and to give them a minimum of 30 covers to manage. Guidelines on the use of resources, budget targets for costs, GPs and sales, hygiene, health and safety, target markets and deadlines for orders, etc should be provided at the beginning and be used as part of the assessment checklist.

Outcome 1 looks at the rationale and justification for the theme/event, marketing, operational planning, planning tools, finance, tasking and legal requirements. It forms the basis for the success of the other two outcomes. It is especially important that ample time and direction is channelled into the operational planning and that tutors are confident that the work carried out here is sufficient to enable the event to proceed and that the learners do have the infrastructure in place that will give them the opportunity to achieve the unit. The use of a checklist is recommended as a means of ensuring the all elements are covered. Outcome 1 should be completed to an acceptable standard before learners are allowed to progress to Outcomes 2 and 3.

Outcome 2 looks at leadership and communication and is where learners will develop the ability to form a team and lead it through to the conclusion of the event. This will include:

- ◆ briefing sessions, task allocation and training schedule for service

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- ◆ compliance with hygiene and health and safety regulations, allowing the practical application of the theories previously taught to be put into practice
- ◆ learners' ability to devise and implement control procedures for all food and liquor as well as for finance
- ◆ monitoring of standards and the customer care strategy for the event
- ◆ the ability to think, decide and take action where necessary if/when there are deviations from the plan

It is here that the learners should adopt and perform the event management role and it is here that they are assessed, by means of a checklist, on all aspects of it.

Outcome 3 looks at analysis and evaluation of performance, customer reaction, finance and review of the operational plan. Learners should be encouraged to write evaluative reports, in a management style and use appropriate graphics where the images would enhance the reader's understanding of the text. Comparisons should be made of the plan and the actual event. Differences should be noted and commented upon and recommendations for future events made.

### 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.

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.

This unit could be assessed by a single instrument of assessment, which would require a portfolio covering all aspects of the event from planning through to evaluating. Alternatively, it would be possible to break this assessment down into three separate assessment components that assess each outcome individually. A practical checklist assessing the management of the practical activity on the day should also be used with each of the above and can be kitchen, restaurant or bar based. Ideally, the operational plan for Outcome 1 should be completed and assessed prior to the implementation stage, ie Outcome 2.

Outcome 1 should be completed to an acceptable standard before learners are allowed to progress to Outcomes 2 and 3. When Outcome 1 has been completed, it is advisable that an assessment checklist is completed before learners move on to the implementation stage.

The checklist should cover:

- ◆ a logical approach
- ◆ a clearly stated marketing strategy
- ◆ rational and justification for theme/event
- ◆ the production of an operational plan
- ◆ control methods for service standards and quality control
- ◆ costings (to fall within organisational constraints)
- ◆ food and material orders (to be submitted within the given time)
- ◆ physical and human resources

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- ◆ current industry practice
- ◆ legal and organisational requirements
- ◆ risk assessment and contingency planning

During the event, an observation checklist should be used to confirm the learner's ability to:

- ◆ demonstrate leadership and decision-making skills
- ◆ demonstrate communication skills, including briefing sessions, allocation of tasks and training schedule for service
- ◆ control food, other stocks and finance
- ◆ comply with hygiene and health and safety requirements
- ◆ monitor standards of service, including positive interaction with customers and colleagues and re-instatement of area
- ◆ implementation of contingency plans if needed

On completion of the event, and after a debriefing session with the team, a report should be completed and should include a review of the performance and an evaluation of the operational plan with recommendations for improved future performance.

Analysis of customer comment cards and financial information should provide the basis for informed comment.

### 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, such as e-testing or the use of e-portfolios or social software. Centres wishing 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The delivery of this unit and subsequent assessment will provide the learners with the opportunity to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* at SCQF level 6 and *Information and Communication Technology (ICT)* at SCQF level 5.

#### **Communication: Written Communication (Reading) at SCQF level 6**

In order to complete the unit, learners will have to carry out some research into their chosen event. They should conduct academic research for a range of topics to confirm related management theories, legislation requirements, etc to be used in their justification of approach in the operational plan. They are required to read, understand and evaluate written communication.

#### **Communication: Written Communication (Writing) at SCQF level 6**

In the planning for the theme/event learners will be required to communication with a range of stakeholders, ie sponsors, clients. This may take the form of a letter, email, social network

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sites. They will produce written materials for the customers, eg feedback questionnaires, as well as communication to be included in their portfolios, eg theme/event briefing notes, team rota, planning tools. In order to complete the unit learners will have to generate written evidence to demonstrate that they have achieved the requirements across all outcomes, including portfolios presented to the prescribed standards and a formally structured evaluation report.

### ***Problem Solving: Planning and Organising at SCQF level 6***

Learners will produce a detailed plan for the implementation of their event, this will include allocation of tasks, considerations of legal requirements, financial aspects, contingency planning, etc

### ***Problem Solving: Critical Thinking at SCQF level 6***

Learners will analyse complex information to provide them with the best solution to problems that they encounter in the planning and implementation of the event. Problem solving areas may include time management, resource management (ie staff and materials), managing budgets, etc.

### ***Problem Solving: Reviewing and Evaluating at SCQF level 6***

Learners will have to critically evaluate their management of the theme/event. Analyse customer and team feedback, evaluate the effectiveness of individual and group contributions. To do this learners will require to use suitable evidence and to draw conclusions on the basis of which they are expected to make proposals to ensure continuous improvement for future activities.

### ***Working with Others: Working Co-operatively with Others at SCQF level 6***

Learners will be required to work with team members to ensure their co-operation to implement the theme/event. In addition to working with their own team members, learners will need to work with their counterparts in other teams (ie front of house/back of house as appropriate), as well as tutors, customers and other stakeholders.

They will negotiate and allocate the roles within the team and manage the team to meet the stated objectives for the theme/event as well as the required standard for service.

Learners may support others in co-operative working by offering encouragement, sharing resources, modifying behaviour accordingly and handling conflict sensitively.

### ***Information and Communication Technology: Accessing Information at SCQF level 5***

Learners may use search engines and other on-line sources to carry out research and find information to plan the theme/event. They may also use the internet to identify suppliers and source materials and equipment.

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### ***Information and Communication Technology: Providing/Creating Information at SCQF level 5***

Learners may produce word processed documents and computer generated spreadsheets to populate their portfolios of evidence.

The Core Skill of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

## History of changes to unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

### Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000.  
Alternatively, complete our [Centre Feedback Form](#).

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### General information for learners

**Unit title:** Management of Food and Beverage Operations (SCQF level 8)

This section will help you to 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 is designed to enable you to bring together the skills and knowledge you gained in your SQA Advanced Certificate in Hospitality Operations/Professional Cookery or your employment experience.

You are expected to have prior knowledge, which you will be able to use in a practical management-oriented way. You will be encouraged to work in small groups to develop a plan for running an event or activity, eg themed dinners or lunches, a fork/finger buffet or other industry relevant ideas agreed with your tutor.

On the completion of this unit, you will have the ability to plan, manage and evaluate events or activities of a complex nature. Your tutor will provide you with guidelines regarding minimum number of covers, use of resources, budget targets for costs and GPs and target markets, etc.

Outcome 1 looks at strategies, operational planning, finance, tasking and legal requirements. It forms the basis for success of the other two outcomes by forming the actual operational plan. It is important that you spend sufficient time on these areas thus ensuring that you can proceed to the next stage and implement your plan.

Outcome 2 gives you the opportunity to manage the implementation part of your plan that is concerned with the running of your chosen event or activity. You will demonstrate your leadership, decision-making and communication skills and will be able to put into practise your knowledge of compliance relating to health and safety. You will also demonstrate the ability to devise and implement control procedures for food, liquor, finance and customer care. Contingency planning and the ability to deviate from your plan if/when necessary to maintain standards and a smoothly running operation will also form part of the assessment.

Outcome 3 allows you to analyse and evaluate your performance, customer reaction and the financial aspects of your plan. You will produce an evaluative report in a management style using appropriate graphics. Comparisons should be made between the operational plan and the actual event. Differences should be noted and commented upon and recommendations made for any future events of a similar nature.

You must provide evidence of the work you carry out for each assessment task and although you will be working in a group, your work must be individual to you. You should put together a portfolio of containing the evidence of all your work. Relevant documents should be included in your portfolio as appendices and reference made to them where appropriate.

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

- ◆ *Communication* at SCQF level 6
- ◆ *Information and Communication Technology* at SCQF level 5
- ◆ *Problem Solving* at SCQF level 6
- ◆ *Working with Others* at SCQF level 6

On completion of this unit, you will be able to progress to other units/qualifications within the Hospitality suite and/or seek employment in the hospitality industry.

The Core Skill of Problem Solving SCQF at level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.