

# SQA Advanced Unit Specification

## General information

**Unit title:** Food and Beverage Operations (SCQF level 7)

**Unit code:** J483 47

**Superclass:** NB

**Publication date:** June 2020

**Source:** Scottish Qualifications Authority

**Version:** 01

## Unit purpose

This unit is designed to enable learners to develop an in-depth knowledge and understanding of the different food and beverage operations and service styles available within the hospitality industry. The unit will also provide learners with the practical skills needed to lead a food and beverage operation.

The unit is suitable for learners who are interested in pursuing a career managing food and beverage service operations in the hospitality industry.

This unit is mandatory in the SQA Advanced Certificate in Hospitality Operations at SCQF level 7 and the SQA Advanced Diploma in Hospitality Management. It can also be undertaken as a standalone unit.

This unit is also part of a progressive suite of units at SCQF levels 5, 6 and 7 that explore food and beverage operations in the hospitality industry.

## Outcomes

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

- 1 investigate food and beverage operations in the hospitality industry
- 2 lead a team to prepare an area for a food and beverage service
- 3 lead a team to a deliver food and beverage service

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- 4 evaluate the preparation and delivery of a food and beverage service and identify areas for improvement

### Credit points and level

2 SQA unit credit(s) at SCQF level 7: (16 SCQF credit points at SCQF level 7).

### Recommended entry to the unit

At the discretion of the centre, learners would benefit from having achieved the SCQF level 5/6 units Food and Beverage Operations and Food Hygiene for the Hospitality Industry or similar qualifications and/or have relevant experience in food and beverage service.

### Core Skills

Achievement of this unit gives automatic certification of the following:

- ◆ Complete Core Skill Working with Others at SCQF level 5
- ◆ Core Skill component Critical Thinking at SCQF level 5

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.

This unit should be delivered in the context of preparation for employment in a supervisory role in the hospitality industry. It should enable learners to develop knowledge of the breadth of the hospitality industry and a wide range of service styles, as well as practical skills in the delivery of food and beverage operations.

### 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).

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### **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**

Investigate food and beverage operations in the hospitality industry.

##### **Knowledge and/or skills**

- ◆ current trends in food and beverage service
- ◆ features of different food and beverage operations
- ◆ customer expectations
- ◆ customer service tools
- ◆ legal requirements

#### **Outcome 2**

Lead a team to prepare an area for a food and beverage service.

##### **Knowledge and/or skills**

- ◆ team leading skills
- ◆ preparation of food and beverage service areas
- ◆ legal requirements

#### **Outcome 3**

Lead a team to a deliver food and beverage service.

##### **Knowledge and/or skills**

- ◆ team leading skills
- ◆ customer service skills
- ◆ delivery of food and beverage services
- ◆ control systems
- ◆ legal requirements

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### **Outcome 4**

Evaluate the preparation and delivery of a food and beverage service and identify areas for improvement.

#### **Knowledge and/or skills**

- ◆ evaluation skills
- ◆ identification of areas for improvement

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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:

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes. Written/oral and performance evidence is required for this unit.

Performance evidence must be generated in a real or realistic working environment such as a training restaurant with 'real' customers and demonstrate learners' ability to lead a team in the preparation for and delivery of a food and beverage service.

#### Outcome 1 — Written/oral evidence

Learners are required to:

- ◆ identify a minimum of four current trends in food and beverage service
- ◆ describe the features of three different service styles and identify the resources required for each
- ◆ explain how food and beverage operators set customer expectations
- ◆ describe a minimum of two customer service tools
- ◆ identify legal requirements that food and beverage operators must comply with, should include:
  - health and safety
  - food safety (including allergens)
  - alcohol licensing
  - waste disposal
  - accessibility

#### Outcomes 2 and 3 — Performance evidence

Learners are required to adopt the role of a team leader, within a team of a minimum of three members, for the delivery of a food and beverage service, this must include:

- ◆ leading a team briefing to agree and allocate roles and tasks
- ◆ ensuring service areas are prepared to the required standard
- ◆ ensuring equipment is set up and ready for use
- ◆ ensuring control systems are in place and applied as appropriate
- ◆ ensuring the food and beverage service is delivered to the required standard
- ◆ communicating effectively with both customers and team members
- ◆ gathering customer feedback
- ◆ ensuring food and beverage service areas are cleared, closed down and reinstated
- ◆ ensuring compliance with legislative requirements
- ◆ leading a team debrief

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### **Outcome 4 — Written/oral evidence**

Learners are required to evaluate the preparation for and delivery of the service they led and identify areas for improvement. This should include:

- ◆ identification of personal strengths and weaknesses
- ◆ identification team strengths and weaknesses
- ◆ analysis of customer feedback
- ◆ recommendation of two personal, two team and two operational areas for improvement

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### Support notes

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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 80 hours.

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

This unit gives learners the opportunity to explore different service styles offered by the hospitality industry and understand how current trends have an impact on how food and beverage businesses operate. It also gives learners the opportunity to gain practical experience of delivering and leading a food and beverage service.

Group discussions on service styles and their appropriateness to given situations should be encouraged, making full use of learner experience as customers or employees.

Industry visits and presentations from guest speakers covering a range of food and beverage operations would be beneficial for putting learning in context.

Outcome 1 looks at current trends in food and beverage service and a range of styles of service offered by a wide variety of operators in the industry.

Current trends could include:

- ◆ casual dining
- ◆ electronic point of sale (EPoS) technology
- ◆ apps for smart phone/tablets
- ◆ online vouchers/offers
- ◆ online customer review sites
- ◆ locally sourced produce
- ◆ dietary trends (vegan/vegetarian/gluten free/dairy free/etc)
- ◆ added value (eg, entertainment with meal, cookery masterclasses)

The types of operators could include:

- ◆ hotels/restaurants/bistros
- ◆ cafés/coffee houses/tearooms
- ◆ specialist bars eg, champagne, gin, etc
- ◆ pop-up restaurants
- ◆ airport dining outlets
- ◆ high street fast food chains
- ◆ commercial/institutional caterers

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Investigation of service styles should include the resources required to provide the service (eg, implications on staffing, materials and equipment required, table setting, appropriate accompaniments, etc), as well as consideration of legal requirements and customer expectations.

The types of service style could include:

- ◆ table service
- ◆ carvery
- ◆ buffet
- ◆ self service
- ◆ counter/bar service
- ◆ silver service
- ◆ guéridon service
- ◆ tray service
- ◆ banquet service

How food and beverage operators set customer expectations could include:

- ◆ knowing who the customers are and what they want
- ◆ marketing and promotion
- ◆ meeting (or exceeding) expectations in terms of type/style/theme/ambience/price of product/service being offered
- ◆ staff members trained to deliver excellent customer service
- ◆ gathering and reacting positively to customer feedback

Customer service tools could include:

- ◆ marketing and promotional activity, including the use of social media to promote products/services and communicate with customers
- ◆ use of online resources to carry out research and gather information to target customers
- ◆ customer relationship management (CRM) systems
- ◆ staff members trained to deliver excellent customer service
- ◆ loyalty schemes

The following links contain information that may be useful when considering legal requirements:

- ◆ [health and safety](#)
- ◆ [food safety](#)
- ◆ [alcohol licensing](#)
- ◆ [waste disposal](#)
- ◆ [accessibility](#)

For Outcomes 2 and 3 learners are required to adopt the role of a team leader to prepare for and deliver a food and beverage service to a required standard.



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Learners should be given the opportunity to practice a range of service styles and participate in more than one service delivery to allow them to experience a range of team member roles, before leading their team in the delivery a food and beverage service.

Preparation for the service delivery to the required standard should include:

- ◆ team briefing to agree and allocate roles and tasks
- ◆ following standard operating procedures (SOP)
- ◆ ensuring control systems are in place and followed
- ◆ preparing stillroom and wash-up areas to the required standard
- ◆ preparing service areas and/or tables to the required standard
- ◆ preparing any equipment ready for use
- ◆ compliance with legal requirements

Delivery of the service to the required standard should include:

- ◆ presenting a professional image
- ◆ communicating effectively with customers and team members
- ◆ following appropriate order of service
- ◆ using control systems as appropriate
- ◆ using appropriate materials and equipment
- ◆ using appropriate service techniques/styles
- ◆ using appropriate accompaniments
- ◆ operating or supporting stillroom and wash-up areas to the required standard
- ◆ gathering customer feedback
- ◆ clearing, closing down and reinstating service areas to the required standard
- ◆ compliance with legal requirements
- ◆ team debrief

For Outcome 4 learners will review and evaluate the preparation for and delivery of the service that they took part in leading. This should include:

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

Teacher/lecturers should draw on not only their own knowledge and expertise when delivering this unit, but also the experiences of the learners. Elements of this unit lends themselves to research (in teams, groups, or individually) and presents opportunities to develop skills in research.

The practical elements of the unit enable learners to develop a range of food and beverage operations skills and team leading skills. Teams should comprise at least three members.

Where this unit is delivered as part of the SQA Advanced Certificate in Hospitality Operations or the SQA Advanced Diploma in Hospitality Management, it could be delivered alongside the SCQF level 7 units in Hospitality: Financial Control Systems and Hospitality Supervision.

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Talks by industry professionals and structured visits to food and beverage operators would help learners to gain a deeper understanding of the sector.

### **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.

#### **Outcome 1**

In the assessment of this outcome learners could answer extended response questions or produce a report, or presentation based on case studies that reflect learners' investigations into food and beverage operations.

#### **Outcomes 2 and 3**

Learners should be assessed carrying out the practical activities of preparing for and leading a small team in the delivery of a food and beverage service to a given required standard.

Learners should be given a clearly defined brief for the practical activities. Assessors could develop a checklist that covers the knowledge/skills to be demonstrated by the learner and the standard they are expected to achieve. Checklists should allow space for the assessor to reference evidence against the outcomes and/or standard. A set of questions and range of appropriate responses could be developed to assess any knowledge not apparent from the observation of the practical activity.

Although learners should be individually assessed, the practical activity could be completed in small teams of at least three members. The practical assessment activity can be carried out on more than one occasion to allow all evidence requirements to be met.

#### **Outcome 4**

In the assessment of this outcome learners could produce a report or presentation on their evaluation of the practical activity carried out for Outcomes 2 and 3.

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.

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### 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 Core Skill of Working with Others at SCQF level 5 is embedded in this unit. When a learner achieves this unit, their Core Skills profile will also be updated to include this Core Skill.

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

#### Communication: Oral Communication at SCQF level 6

For Outcomes 2 and 3, learners are required to lead a team to prepare for and deliver a food and beverage service. They will brief team members and allocate roles and tasks prior to service. They will also communicate effectively with customers and gather feedback from them. Therefore, they will be demonstrating the Core Skill component of Oral Communication at SCQF level 6.

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

For Outcome 1, learners will read, understand and evaluate complex written information, using a variety of textbooks, journals and online sources in order to investigate the food and beverage operations of a range of businesses in the hospitality industry, current trends, legislative requirements, etc, and detail their findings. Therefore, they will be demonstrating the Core Skill component of Written Communication (Reading) at SCQF level 6.

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

If learners produce reports to detail the findings of their investigations into food and beverage operations, current trends and legislative requirements for Outcome 1 and their evaluation of the delivery of a food and beverage service for Outcome 4 they will be demonstrating the Core Skill component of Written Communication (Writing) at SCQF level 6.

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

Learners are likely to use the internet to investigate food and beverage service trends, the different service styles offered within the hospitality industry and resources required to operate. Learners may also use online sources to investigate customer expectations, customer service

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tools and the legislative requirements that operators must comply with. Therefore, they will be demonstrating the Core Skill component of Accessing Information level 5.

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

For Outcome 1, learners may produce a report or a presentation to detail the findings of their investigation into food and beverage operations and for Outcome 4; they may also produce a report or presentation on their evaluation of the delivery of a food and beverage service. Therefore, they will be demonstrating the Core Skill component of Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5.

### **Problem Solving: Critical Thinking at SCQF level 5**

When learners investigate food and beverage operations, current trends and legal requirements; when they lead a team to prepare for and deliver a food and beverage service and finally when they evaluate the delivery of the service and make recommendations for improvement, they will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5.

### **Problem Solving: Planning and Organising at SCQF level 5**

For Outcomes 2 and 3, learners are required to lead a team to prepare for and deliver a food and beverage service, and follow end of service procedures to clear and reinstate the service area; therefore they will be demonstrating the Core Skill component of Planning and Organising at SCQF level 5.

### **Problem Solving: Reviewing and Evaluating at SCQF level 5**

For Outcome 2, learners will prepare for the delivery of a food and beverage service (including putting appropriate control systems in place), in addition, for Outcome 4 learners will evaluate their own and their team's performance during the planning and delivery of the food and beverage service and make recommendations for improvements in the future. In completing these tasks, they will be demonstrating the Core Skills component of Reviewing and Evaluating at SCQF level 5.

### **Working with Others: Working Co-operatively with Others at SCQF level 5**

For Outcomes 2 and 3 as learners will adopt the role of a team leader to prepare for and deliver a food and beverage service, follow end of service procedures to reinstate the service area and close the restaurant. They will also interact with customers to take food/beverage orders, provide advice and make recommendations on menu items. In doing so, they will be demonstrating the Core Skill component of Working Co-operatively with Others at SCQF level 5.

### **Working with Others: Reviewing Co-operative Contribution at SCQF level 5**

For Outcome 4 learners will evaluate their own and the team's performance during the planning and delivery of the food and beverage service and make recommendations for improvements in the future.

## 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:** Food and Beverage Operations (SCQF level 7)

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 develop an in-depth knowledge and understanding of the different food and beverage operations and service styles available within the hospitality industry. You will also take part in practical activities to allow you to gain hands on experience of leading a team to plan for and deliver a food and beverage service. Finally, you will carry out an evaluation of the food and beverage service you were involved in and make recommendations for improvements.

The unit is suitable for those who are interested in pursuing a career managing food and beverage service operations in the hospitality industry.

It would be beneficial if you have achieved the SCQF level 5/6 units Food and Beverage Operations and Food Hygiene for the Hospitality Industry or similar qualifications and/or have relevant experience in food and beverage service before undertaking this unit.

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

- ◆ Communication: Oral Communication at SCQF level 6
- ◆ Communication: Written Communication (Reading) at SCQF level 6
- ◆ Communication: Written Communication (Writing) at SCQF level 6
- ◆ Information and Communication Technology: Accessing Information at SCQF level 5
- ◆ Information and Communication Technology: Providing/Creating Information at SCQF level 5
- ◆ Problem Solving: Critical Thinking at SCQF level 5
- ◆ Problem Solving: Planning and Organising at SCQF level 5
- ◆ Problem Solving: Reviewing and Evaluating at SCQF level 5
- ◆ Working with Others: Working Co-operatively with Others at SCQF level 5
- ◆ Working with Others: Reviewing Co-operative Contribution at SCQF level 5

This unit is also part of a progressive suite of units at SCQF levels 5, 6 and 7 that explore food and beverage operations in the hospitality industry.