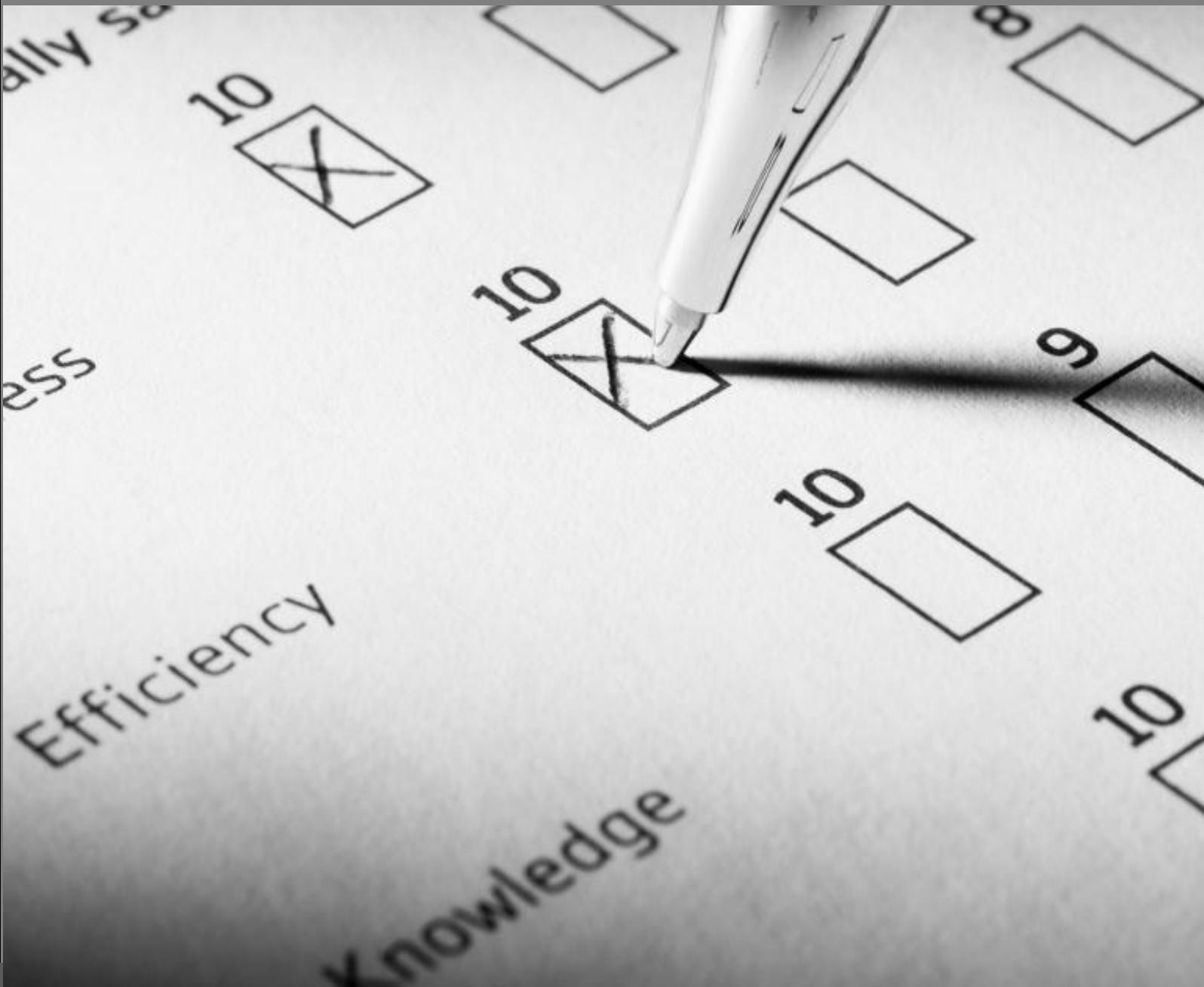# Develop and maintain food & beverage product knowledge

D1.HBS.CL5.02

Assessor Manual

Develop and maintain food & beverage product knowledge

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Assessor Manual

Project Base

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Disclaimer

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

• A standardised teaching and assessment framework

• Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

• Recognition of Current Competencies (RCC)

• Skills auditing

• Gap analysis and training

• Credit transfer.

Code of practice for assessors

This Code of Practice provides:

• Assessors with direction on the standard of practice expected of them

• Candidates with assurance of the standards of practice expected of assessors

• Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

• The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

• Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

• All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
    - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
    - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

"At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

- You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?"
- Commence Work Project assessment:
    - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
    - Participants complete work projects in the most appropriate format
    - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
    - Enter Student name

- Enter Assessor name
- Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

- Complete Assessment Record for the Oral Questioning by:

    a) Ticking PC or NYC, as appropriate

    b) Entering 'Remarks' as required

    c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date

- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: DEVELOP AND MAINTAIN FOOD & BEVERAGE PRODUCT KNOWLEDGE	NOMINAL HOURS: 55

UNIT NUMBER: D1.HBS.CL5.02

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to develop and maintain food and beverage product knowledge in a range of settings within the in the hotel industries workplace context

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Obtain product information on food and beverages **1.1** Research general *information* on *food* and *beverage* products **1.2** Identify information required to fulfil responsibilities of job role **1.3** Develop and maintain product knowledge in line with job role and responsibilities **1.4** Identify *features* of specific food and beverages which have potential customer appeal **Element 2: Provide customers with relevant food and beverage product knowledge** **2.1** Offer advice on suitable *combinations of foods and food and beverages* where appropriate **2.2** Provide assistance to customers on selection of food and beverage items	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to all industry sectors that require food and beverage product knowledge within the labour divisions of the hotel and travel industries and may include: 1. Food and Beverage Service *Information* may be obtained from: • Trade magazines and feature newspaper articles • Food and beverage reference books • Recipes and menus • Internet • Tastings and other promotional activities • Trade shows, exhibitions, food and beverage festivals • Food and cooking demonstrations

2.3 Respond courteously and authoritatively to customer questions in relation to menus and drink lists **2.4** Provide advice on menu items that reflect the *special dietary or cultural requirements* of customers	• Sales representatives • Customers • Chefs, cooks and other food service personnel. *Food knowledge* may be required for: • Appetisers • Soups • Meat, fish and seafood • Vegetables • Desserts and sweets • Snacks • Cheeses • Fruit • Salads • Pre-packaged food items • Specialist cuisine items. *Beverage* knowledge may be required for: • Wines • Spirits • Liqueurs • Beers • Non-alcoholic drinks.

Features should relate to:

- The relationship between specific foods and beverages

- Knowledge of specific foods, including characteristics, region of origin, expert opinions, cultural aspects

- Knowledge of specific beverages, including characteristics, region of origin, expert opinions, vintages, value, cultural aspect

- Foods and wines sourced from the local area

- Enterprise menus, specials and trends.

Combinations of foods and food and beverages may relate to:

- Customer preferences

- Traditional combinations of foods and food and beverages

- Balance of textures, colour and nutrition

- Cultural.

Cultural requirements should include:

- Kosher

- Halal

- Food exclusions for allergies and food intolerance

- Vegetarian.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the features of commonly prepared dishes as appropriate to the industry sector

- Knowledge of traditional accompaniments for different types of food

- Knowledge of service styles for different types of food

- Knowledge of compatibility of common food and beverage items

- Knowledge of common cultural and dietary issues and options

- Knowledge of special dietary requirements, including food exclusions for allergies and food intolerance.

Linkages To Other Units

- Provide a link between kitchen and service area

- Provide food and beverage services.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to update and maintain current and relevant food and beverage product knowledge

- Demonstrated ability to apply relevant food and beverage product knowledge

- Demonstrated ability to offer customers options that reflect common cultural and dietary issues

- Demonstrated ability to provide customers options that reflect food exclusions for allergies and food intolerance.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individual's work area or area of responsibility

- Assessment must include work activities that allow the candidate to respond to multiple and varying customer service and communication situations that require the application of food and beverage product knowledge relevant to work area, job role and area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Collect information on a range of food and beverage products
Communicating ideas and information	2	Respond to customer queries and provide accurate information

	Planning and organising activities	2	Identify the most appropriate way to maintain food and beverage product knowledge
	Working with others and in teams	2	Respond to internal and external customer requests that require product knowledge of food and beverages
	Using mathematical ideas and techniques	-	-
	Solving problems	2	Provide advice to customers with specific dietary needs
	Using technology	1	Use computers for research

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and maintain food & beverage product knowledge D1.HBS.CL5.02
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	**NYC**
1. What sources have you/might you use to research general information on food and beverage products?	❑	❑
2. What food and beverage knowledge do you need to professionally and effectively perform your workplace role/a nominated workplace role? Explain why this information is important to your work role?	❑	❑

Questions	Response	
	PC	NYC
3. What do you do (might you do) in order to develop and maintain product knowledge appropriate to your workplace job role/s and responsibilities?	❑	❑
4. Identify one food item and one beverage item served in your workplace (a nominated workplace) and for each give me at least one example of 'special features' which have potential customer appeal.	❑	❑
5. Identify one red meat dish and one white meat dish served in your workplace (a nominated workplace) and identify two beverages you might recommend for each of these dishes?	❑	❑

Questions	Response	
	PC	**NYC**
6. Before recommending beverages to accompany food, what questions would you ask the customer to help ensure the most appropriate food and beverage combination is achieved for the customer?	❑	❑
7. A customer has asked you a question about a dish on the menu and you do not know the answer to their question: how will you respond to this situation?	❑	❑
8. From the food menu in your workplace (or from your general knowledge, or from the menu in an identified venue) identify one dish: (a) Suitable for a diabetic (b) Suitable for someone requesting a low-salt meal (c) Suitable for a diner seeking kosher food (d) Suitable for a vegetarian (e) Suitable for someone wanting a halal meal.	❑	❑

Written Questions

Develop and maintain food & beverage product knowledge – D1.HBS.CL5.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   What is 'product knowledge'?

    _____

    _____

    _____

    _____

    _____

    _____

2.   List three internal sources of product knowledge.

    _____

    _____

    _____

3.   List three external sources of product knowledge.

    _____

    _____

    _____

4.   List three generic examples of 'appetisers'.

    _____

    _____

    _____

5.   What are 'crustaceans? Give three examples.

    _____

    _____

    _____

6. Identify the style of each of the following cheeses:

Camembert	
Gouda	
Cheddar	
Stilton	

7. 'Gnocchi', 'Fettuccini' and 'Tagliatelli' are examples of what sort of food?

_____

8. What information about 'national dishes' should staff be able to provide to customers?

_____

_____

_____

_____

_____

_____

9. What are 'signature dishes'?

_____

_____

_____

_____

10. Can white wine be made from red grapes?

_____

11. What is the difference between a 'varietal' wine and a 'generic' wine?

_____

_____

_____

_____

12. For the following indicate whether the grapes are red or white:

Chardonnay		Malbec	
Shiraz		Traminer	
Chenin blanc		Semillon	
Traminer		Rhine Riesling	

13. Identify if the following are 'varietal' or 'generic' wines:

Cabernet Sauvignon	
Moselle	
Burgundy	
Chardonnay	

14. What are two terms used to describe sparkling wine made in the traditional way which naturally carbonates the wine?

_____

_____

15. What term describes the driest of champagnes?

_____

16. What sort of wines are 'port' and 'sherry'?

_____

17. List the five basic spirits.

_____

_____

_____

_____

_____

18.   Identify the type of spirit from the brand name provided:

Bacardi		Johnnie Walker	
Smirnoff		Gordon's	
Jameson		Captain Morgan	
El Toro		Jim Beam	
Courvoisier		Tanqueray	

19.   What is the standard 'serve size' for a glass of fortified wine, and a nip of spirits?

_____

_____

20.   Identify the beverage from the description given:

French apple brandy	
Aniseed flavoured spirit of Greece and Cyprus	
Plum brandy from Yugoslavia and other Balkan countries	
A low strength liqueur, thick yellow and creamy from raw eggs and spirit	
It is a famous and popular golden liqueur with a complex, herb flavour	
Colourless liqueur of the Curacao family. Clear in colour, orange-flavoured with a dry finish	
Sweet, mint-flavoured liqueur, available in either a clear or green colour	
Mexican coffee-flavoured liqueur	
Green, melon-flavoured liqueur	
Distilled from sugar cane and flavoured with Blue Mountain coffee	

21. Identify the countries of origin of the following beers:

Heineken		Fosters	
Budweiser		Beck's	
Corona		Asahi	
Lowenbrau		Bass	
Miller		Stella Artois	

22. What is a 'shandy'?

_____

_____

23. Give six examples of non-alcoholic drinks which may be available in a venue.

_____

_____

_____

_____

_____

_____

24. List eight duties performed by a food waiter.

_____

_____

_____

_____

_____

_____

_____

_____

25. What tasks may a 'runner' fulfil during service?

_____

_____

_____

_____

_____

_____

_____

26. List four ways you can identify the duties for a specific job in a workplace.

_____

_____

_____

_____

27. What is the key to effective research aimed at developing and maintaining product knowledge?

_____

_____

28. Give three examples of 'informal research' which can develop/maintain product knowledge.

_____

_____

_____

29. When developing and maintaining F&B knowledge list four things you should concentrate learning about.

_____

_____

_____

_____

30. As a food waiter list four characteristics of dishes you should know about in order to provide information to customers.

_____

_____

_____

_____

31. List four pieces of information you should know about beverages in your workplace.

_____

_____

_____

_____

32. What should you do before offering advice on food and beverage combinations?

_____

_____

_____

_____

33. Identify wine varieties which are appropriate to suggest with the following foods:

Seafood	
Red meat	
Poultry	
Pasta	
Cheese platters	
Desserts	

34. When recommending wine to accompany Asian food it is best to recommend red wines or white wines?

_____

35. What are the keys to providing general assistance to customers in response to their questions about food and drink items?

_____

_____

_____

_____

_____

_____

36. What are the basics when responding to questions asked by customers?

_____

_____

_____

_____

_____

_____

_____

37. What is the recommended strategy for dealing with customer questions you do not know the answer to?

_____

_____

_____

_____

_____

_____

38. What must you do before taking a request for a special request made by a customer for a menu item/food?

_____

_____

39.   What is the difference between an 'ova-lacto vegetarian' and a 'lacto-vegetarian'?

_____

_____

_____

_____

40.   What special checks should you make when placing/serving an order for a meal which you know has special health/medical implications?

_____

_____

_____

_____

_____

_____

_____

41.   What is a 'blue steak'?

_____

_____

Answers to Written Questions

Develop and maintain food & beverage product knowledge – D1.HBS.CL5.02

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **What is 'product knowledge'?**

   Knowledge about food, beverages, the services offered and the facilities available at the workplace as well as local area knowledge.

2. **List three internal sources of product knowledge.**

   - Menus, drink lists, wine lists and cocktail lists
   - Taste the products
   - Recipes
   - Experienced staff
   - Operational manuals
   - Policies and procedures manuals
   - Wrapping and packaging material
   - Doing a tour of the premises
   - Talking to customers.

3. **List three external sources of product knowledge.**

   - Product suppliers
   - The media
   - Books
   - Internet
   - Trade shows, exhibitions and F&B festivals
   - Food and cooking demonstrations
   - Promotional activities.

4. **List three generic examples of 'appetisers'.**

   - Hors d'oeuvres
   - Canapés
   - Antipasto
   - Tapas
   - Finger foods
   - Sandwiches.

5. What are 'crustaceans? Give three examples

- Crustaceans – generic term for seafood from a fish with a shell
- Crayfish, crabs, lobster, prawn, shrimp.

6. Identify the style of each of the following cheeses:

Camembert	Soft
Gouda	Semi-soft
Cheddar	Hard
Stilton	Blue vein

7. 'Gnocchi', 'Fettuccini' and 'Tagliatelli' are examples of what sort of food?

Pasta.

8. What information about 'national dishes' should staff be able to provide to customers?

- The names of these dishes
- The ingredients in them
- Any relevant history – (as applicable) how and when they were invented; who they were named after
- The cooking processes used to produce them
- Their flavours and appearance
- Serve size and how they are served
- Cost.

9. What are 'signature dishes'?

Menu items the venue or chef is famous for.

10. Can white wine be made from red grapes?

Yes.

11. What is the difference between a 'varietal' wine and a 'generic' wine?

'Varietal' is wine made from nominated grape varieties; generic refers to a style of wine and does not specify grape variety.

12. For the following indicate whether the grapes are red or white:

Chardonnay	White	Malbec	Red
Shiraz	Red	Traminer	White
Chenin blanc	White	Semillon	White
Traminer	White	Rhine Riesling	White

13. Identify if the following are 'varietal' or 'generic' wines:

Cabernet Sauvignon	Varietal
Moselle	Generic
Burgundy	Generic
Chardonnay	Varietal

14. What are two terms used to describe sparkling wine made in the traditional way which naturally carbonates the wine?

- Méthode champenoise
- Méthode traditionelle
- Méthode classique.

15. What term describes the driest of champagnes?

Brut.

16. What sort of wines are 'port' and 'sherry'?

Fortified wine.

17. List the five basic spirits.

- Brandy
- Gin
- Vodka
- Rum
- Whisky.

18. Identify the type of spirit from the brand name provided:

Bacardi	Rum	**Johnnie Walker**	Scotch whisky
Smirnoff	Vodka	**Gordon's**	Gin
Jameson	Irish Whiskey	**Captain Morgan**	Rum
El Toro	Tequila	**Jim Beam**	Bourbon Whiskey
Courvoisier	Cognac	**Tanqueray**	Gin

19. What is the standard 'serve size' for a glass of fortified wine, and a nip of spirits

- Fortified wine = 60 ml
- Nip of spirits = 30 ml.

20. Identify the beverage from the description given:

French apple brandy	Calvados
Aniseed flavoured spirit of Greece and Cyprus	Ouzo
Plum brandy from Yugoslavia and other Balkan countries	Slivovitz
A low strength liqueur, thick yellow and creamy from raw eggs and spirit	Advocaat
It is a famous and popular golden liqueur with a complex, herb flavour	Benedictine DOM
Colourless liqueur of the Curacao family. Clear in colour, orange-flavoured with a dry finish	Cointreau
Sweet, mint-flavoured liqueur, available in either a clear or green colour	Crème de menthe
Mexican coffee-flavoured liqueur	Kahlua
Green, melon-flavoured liqueur	Midori
Distilled from sugar cane and flavoured with Blue Mountain coffee	Tia Maria

21. Identify the countries of origin of the following beers:

Heineken	Holland	**Fosters**	Australia
Budweiser	USA	**Beck's**	Germany
Corona	Mexico	**Asahi**	Japan
Lowenbrau	Germany	**Bass**	England
Miller	USA	**Stella Artois**	Belgium

22. What is a 'shandy'?

Beer and lemonade.

23. Give six examples of non-alcoholic drinks which may be available in a venue

- Varieties of tea – black, semi-black, blended, green, scented
- Coffee
- Milk shakes and flavoured milks
- Smoothies
- Hot/iced chocolate
- Juices – bought-in and freshly squeezed juices
- Cordials and syrups
- Waters – still, sparkling, flavoured
- Soft drinks – aerated waters
- Non-alcoholic cocktails – known as 'mocktails'
- Health drinks – including energy drinks
- Frappés
- Children's specialty drinks.

24. List eight duties performed by a food waiter

- Setting up of the room
- Greeting guests
- Taking orders
- Serving and clearing food
- Preparing and presenting accounts
- Receiving payment
- Farewelling guests
- Stripping the room at the end of service.

25. What tasks may a 'runner' fulfil during service?

- 'Running' dishes/meals from the kitchen to the waiter's station – for the waiter to serve

- Taking used/unwanted items from the room to the kitchen for either cleaning or storing

- Preparing butters and napkins prior to service

- Fetching extra things for a table/waiter as required during service

- Conveying messages between waiting staff and/or kitchen staff

- Dealing with spills.

26. List four ways you can identify the duties for a specific job in a workplace

- Read relevant documents – Job/Position descriptions, Job specifications

- Talk to others – more experienced staff & management

- Attend/participate in on-the-job training

- Look at workplace checklists.

27. What is the key to effective research aimed at developing and maintaining product knowledge?

To be proactive.

28. Give three examples of 'informal research' which can develop/maintain product knowledge

- Reading/watching/listening to F&B articles in media

- Read F&B texts/magazines

- Talk to customers

- Talk to staff

- Talk to delivery drivers.

29. When developing and maintaining F&B knowledge list four things you should concentrate learning about

- Current market trends

- Local area products

- Seasonal produce

- Enterprise menus and specials

- Enterprise trends

- Current food and beverage festivals

- Promotional activities.

30. As a food waiter list four characteristics of dishes you should know about in order to provide information to customers

- Taste

- Aroma

- Consistency (tactile/in-mouth) of the product

- Special growing/feeding of livestock

- Cut of meat/part of the animal used

- Cooking style

- Time to prepare – or is the item already cooked and ready to serve?

- Service options – is the dish available just as main course, or can it also be served as an entrée? Is it available only for eat-in dining or can it be served as a take-away dish?

- Price

- Serve size – how big is the menu item?

31. List four pieces of information you should know about beverages in your workplace.

- The alcohol strength for all alcoholic beverages

- The country of origin of products

- Prices – for individual drinks and full bottles/units

- Different (standard) serve sizes of drinks and packaged products

- Taste

- Colour

- Special characteristics – for example, the gold flakes in Goldwasser or the worm in certain tequilas

- Vintages available – for the wines

- Prizes/awards won by wines, spirits and beers

- Uses for wines, spirits and liqueurs (as applicable).

32. What should you do before offering advice on food and beverage combinations?

Ask questions to determine things such as needs/preferences, food ordered and general requirements.

33. Identify wine varieties which are appropriate to suggest with the following foods:

Seafood	Semillon, sauvignon blanc, riesling
Red meat	Cabernet merlot, cabernet sauvignon, shiraz, malbec
Poultry	Chardonnay, chenin blanc, verdelho
Pasta	Chardonnay, riesling, shiraz
Cheese platters	Cabernet merlot
Desserts	Dessert wines

34. When recommending wine to accompany Asian food it is best to recommend red wines or white wines?

White wine.

35. What are the keys to providing general assistance to customers in response to their questions about food and drink items?

- All information should be provided clearly and accurately/honestly
- Make sure you speak clearly, confidently and audibly.

36. What are the basics when responding to questions asked by customers?

- Be polite
- Always address them promptly
- Never give the impression their questions is:
    - A nuisance, an interruption or an imposition
    - Stupid
    - The one-hundredth time you have been asked the same question
- Smile when dealing with the question
- Give customers your full attention
- Give customers time – do not rush your response/explanation
- Ensure they understand your answer, directions or recommendations.

37. What is the recommended strategy for dealing with customer questions you do not know the answer to?

- Apologise to the customer
- Tell them you do not know the answer to their question
- Tell them you will go and find out, ask the kitchen, ask bar staff or speak to management
- Go back to the customer and pass on what you have found out.

38. What must you do before taking a request for a special request made by a customer for a menu item/food?

- Check the kitchen can accommodate the request.

39. What is the difference between an 'ova-lacto vegetarian' and a 'lacto-vegetarian'?

- Lacto-ova vegetarians/Ova-lacto vegetarians – these are the majority of 'vegetarians': they eat dairy products and eggs but not meat of any kind (meat, poultry or fish)
- Lacto-vegetarians – they do not eat meat, poultry or fish: they do not eat eggs but they do eat dairy products.

40. What special checks should you make when placing/serving an order for a meal which you know has special health/medical implications?

- Always check with management or the kitchen to determine whether or not a specific stated dietary request can be accommodated or not
- Make doubly sure those preparing the dish know the specific dietary requirements which have been requested
- Never assume the kitchen can accommodate dietary needs of patrons
- Double check with the kitchen when you pick up a dish for service to the table – ask them if they have prepared the food as requested and obtain positive confirmation before taking the dish to the table
- Ensure appropriate emergency procedures are in place to manage situations where customers are adversely affected by foodstuffs while on the premises.

41. What is a 'blue steak'?

Steak is seared on both sides then served.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and maintain food & beverage product knowledge D1.HBS.CL5.02
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	   a) Obtain product information on food and beverages
	   b) Provide customers with relevant food and beverage product knowledge
	2. Enter the date on which the tasks were undertaken
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Obtain product information on food and beverages		
Research general information on food and beverage products	❑	❑
Identify information required to fulfil responsibilities of job role	❑	❑
Develop and maintain product knowledge in line with job role and responsibilities	❑	❑
Identify features of specific food and beverages which have potential customer appeal	❑	❑
Element 2: Provide customers with relevant food and beverage product knowledge		
Offer advice on suitable combinations of foods and food and beverages where appropriate	❑	❑
Provide assistance to customers on selection of food and beverage items	❑	❑
Respond courteously and authoritatively to customer questions in relation to menus and drink lists	❑	❑
Provide advice on menu items that reflect the special dietary or cultural requirements of customers	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Develop and maintain food & beverage product knowledge D1.HBS.CL5.02		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Identifies food and beverage service areas and food and beverage service equipment and public areas to be cleaned & factors impacting on the delivery of cleaning	❑	❑	❑
Cleans food and beverage areas and items, and public areas	❑	❑	❑
Identifies and reports equipment and items requiring maintenance and reports unusual, suspicious or unruly behaviour	❑	❑	❑
Uses appropriate interpersonal skills when cleaning and tidying to optimise guest experience	❑	❑	❑
Delivers assistance to food, beverage and other service staff when cleaning and tidying	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student	
Name of Assessor/s	
Unit of Competency	Develop and maintain food & beverage product knowledge
Date assessment commenced	
Date assessment finalised	
Assessment decision	Pass Competent/Not Yet Competent (Circle one)
Follow up action required (Insert additional work and assessment required to achieve competency)	
Comments/observations by assessor/s	

The "Unit of Competency" row also contains the code: **D1.HBS.CL5.02**

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Obtain product information on food and beverages						
Research general information on food and beverage products						
Identify information required to fulfil responsibilities of job role						
Develop and maintain product knowledge in line with job role and responsibilities						
Identify features of specific food and beverages which have potential customer appeal						
Element 2: Provide customers with relevant food and beverage product knowledge						
Offer advice on suitable combinations of foods and food and beverages where appropriate						
Provide assistance to customers on selection of food and beverage items						
Respond courteously and authoritatively to customer questions in relation to menus and drink lists						
Provide advice on menu items that reflect the special dietary or cultural requirements of customers						
Candidate signature			**Date**			
Assessor signature			**Date**			