



Provide advice to patrons on food and beverage services

D1.HBS.CL5.10

Assessor Manual



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Assessor Manual



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Specialist centre
for foods, tourism
& hospitality

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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: PROVIDE ADVICE TO PATRONS ON FOOD AND BEVERAGE SERVICES		NOMINAL HOURS: 80
UNIT NUMBER: D1.HBS.CL5.10		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to provide advice to patrons on food and beverage services in a range of settings within the hotel industries workplace context.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Update food and beverage knowledge</p> <p>1.1 Research general <i>information</i> on <i>food and beverage</i> products</p> <p>1.2 Identify information required to fulfil responsibilities of job role</p> <p>1.3 Develop and maintain product knowledge in line with job role and responsibilities</p> <p>1.4 Identify <i>features</i> of specific food and beverages which have potential customer appeal</p> <p>Element 2: Advise on menu items</p> <p>2.1 Offer advice on suitable <i>combinations of foods, and food and beverages</i>, where appropriate</p> <p>2.2 Provide <i>assistance</i> to customers on selection of food and beverage items</p>	<p>Unit Variables</p> <p>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</p> <p>This unit applies to all industry sectors that provide advice to patrons on food and beverage services within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food and Beverage Service</p> <p><i>Information</i> may be obtained from:</p> <ul style="list-style-type: none"> • Trade magazines and feature newspaper articles • Food and beverage reference books • Recipes and menus • Internet • Wine/food tasting events and other promotional activities • Trade shows, exhibitions, food and beverage festivals • Food and cooking demonstrations 	

<p>2.3 Respond courteously and authoritatively to customer questions in relation to menus and drink lists</p> <p>2.4 Discuss, where appropriate, methods of cooking and different <i>culinary styles</i> in clear and simple language</p> <p>2.5 <i>Provide explanations</i>, for menu items, where appropriate, in clear and simple language</p> <p>Element 3: Provide wine advice</p> <p>3.1 Offer, where appropriate, assistance to customers making <i>wine selections</i></p> <p>3.2 Provide specific advice on the <i>compatibility of different wines for menu items</i></p> <p>3.3 Provide correct and current information about different <i>wine selections</i></p> <p>3.4 Discuss, where appropriate, <i>wine characteristics</i> in clear and simple language</p>	<ul style="list-style-type: none"> • Sales representatives • Customers, e.g. Customer opinion and feedback • Chefs, cooks and other food service personnel. <p><i>Food may relate to:</i></p> <ul style="list-style-type: none"> • Appetisers • Soups • Meat, fish and seafood • Vegetables • Desserts and sweets • Snacks • Cheeses • Fruit • Salads • Pre-packaged food items • Specialist cuisine items. <p><i>Beverage may relate to:</i></p> <ul style="list-style-type: none"> • Wines • Spirits • Liqueurs • Beers • Non-alcoholic drinks.
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Features should relate to:

- The relationship between specific foods and beverages
- Knowledge of specific foods, including characteristics, region of origin, expert opinions
- Knowledge of specific beverages, including characteristics, region of origin, expert opinions, vintages, value
- 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.

Assistance might include:

- Compatibility of food and wine choices
- Interpreting menu.

Methods of cooking include:

- Braising
- Stewing
- Poaching
- Boiling, simmering
- Steaming, including atmospheric and/or pressure
- Roasting, pot roasting
- Baking

- Grilling
- Deep and shallow frying
- Wrapped food, including paper bag, vine, banana leaf, paper, bark
- Microwave.

Culinary styles include:

- Asian, including Chinese, Indian, Thai, Vietnamese, Japanese
- French
- Italian
- German
- Greek
- Spanish.

Provide explanations may relate to:

- Cooking methods
- Culinary style
- Ingredients
- Cooking times
- Vegetarian/food allergens options.

Wine selections may include:

- Red varietals
- White varietals
- Sparkling
- Type of grape
- Country of origin.

Compatibility of different wines for menu items may include:

- Commonly known food and wine marriages
- Interaction of primary flavours of food and wine.

Wine characteristics may include:

- Aromatic
- Rich
- Fruity
- Soft
- Spicy
- Bold.

Assessment Guide

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

- Knowledge of methods of preparation and cooking
- Knowledge of common cultural, and dietary issues and options
- Knowledge of accompaniments and garnishes
- Knowledge of origin of food and beverage ingredients
- Knowledge of presentation styles
- Knowledge of service styles
- Knowledge of compatibility of common food and beverage items.

Linkages To Other Units

- Develop and update local knowledge
- Develop and maintain food and beverage product knowledge

- Work effectively with colleagues and customers
- Provide a link between kitchen and service areas
- Provide food and beverage service
- Take food orders and provide table service
- Receive and resolve customer complaints
- Maintain hospitality industry knowledge.

Critical Aspects of Assessment

Evidence of the following is essential:

- Detailed knowledge of food types and range of beverages, and in particular detailed knowledge of wines
- Demonstrated ability to update and maintain current and relevant food and beverage product knowledge
- Demonstrated ability to apply relevant food and beverage product knowledge.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration of the ability to acquire and utilise appropriate food and beverage product knowledge 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, job role and area of responsibility
- Assessment must include project or 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: <ul style="list-style-type: none"> • 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		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
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 requiring product knowledge of food and beverages
	Using mathematical ideas and techniques	-	
	Solving problems	2	Provide advice to customers with specific taste preferences
	Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide advice to patrons on food and beverage services D1.HBS.CL5.10
Instructions	<ol style="list-style-type: none"> 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 different types of food are commonly served in international restaurants for each meal period (e.g. breakfast, lunch, dinner)?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are different types of beverages served in a bar?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Identify and explain the main tasks of two roles within a bar.	<input type="checkbox"/>	<input type="checkbox"/>
4. As a food and beverage server what ways can you find out about your job role?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are some food and beverage trends from around the world?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. How can you share your food and beverage knowledge with others?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why is it a good idea to know special features about a food or beverage menu item?	<input type="checkbox"/>	<input type="checkbox"/>
8. Why is understanding the 'local food and beverage market' important? What information would you like to know about the local market?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. When is it a good time to offer advice to customers?	<input type="checkbox"/>	<input type="checkbox"/>
10. What are some common food and wine combinations?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is giving assistance to a customer important?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What types of assistance can you provide customers?	<input type="checkbox"/>	<input type="checkbox"/>
13. What are examples of various cultural and dietary needs of customers that must be considered?	<input type="checkbox"/>	<input type="checkbox"/>
14. What should you do and say if you don't know the answer to a guest's question?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What are five cooking methods used?	<input type="checkbox"/>	<input type="checkbox"/>
16. Identify one type of cuisine and four popular dishes within the cuisine.	<input type="checkbox"/>	<input type="checkbox"/>
17. When explaining items to customers what are some factors that need to be considered to ensure they understand what you are saying?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Why is pace and volume important when providing explanations?	<input type="checkbox"/>	<input type="checkbox"/>
19. Briefly explain the wine production process.	<input type="checkbox"/>	<input type="checkbox"/>
20. What are three popular wine growing regions in the world?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Why is it a good idea to let a customer taste a wine?	<input type="checkbox"/>	<input type="checkbox"/>
22. What information is normally included on a wine label that can help the customer?	<input type="checkbox"/>	<input type="checkbox"/>
23. What are the three ways you can appreciate wine when undertaking a wine tasting?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. In which seasons would you recommend white and red wines?	<input type="checkbox"/>	<input type="checkbox"/>
25. What are four wine descriptors you can use to describe wine?	<input type="checkbox"/>	<input type="checkbox"/>
26. What is the main cause for a wine to have a buttery taste?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide advice to patrons on food and beverage services – D1.HBS.CL5.10

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are different Food and Beverage departments commonly found in a hotel?

2. What are good sources for food and beverage information?

3. What are the main tasks performed by food waiters?

4. What formal documents identify the job responsibilities of food and beverage?

5. What information must staff know in relation to food menu items?

6. What information must staff know in relation to beverage menu items?

7. What are some special features about a drink that would be beneficial for a beverage server to know?

8. What are four food and beverage promotions that you could introduce?

9. Before offering advice to customers what questions can you ask to help understand their food and beverage needs?

10. What are some suitable wines to recommend when a customer is eating red meat?

11. What physical assistance can a beverage server provide to a customer?

12. What variations to menu items can you possibly provide to customers?

13. What are common types of requests customers make in a food and beverage establishment?

14. Why is it important to record customer requests?

15. How can you improve your knowledge of different cuisines?

16. What are three popular French menu items?

17. What are three methods that can be used to explain menu items to customers?

18. What topics in relation to menu items are commonly explained to customers?

19. What does 'varietal' wine mean? Provide two examples of varietal wine.

20. What is the difference between champagne and sparkling wine?

21. What are some questions that you can ask a customer when they are choosing a wine?

22. What type of wine is appropriate to recommend for a celebration?

23. What is the difference between 'aroma' and 'bouquet' when it comes to wine smells?

24. How can you identify information in regards to wine?

25. Identify three white wines and their common fruit flavours.

26. Identify red white wines and their common fruit flavours.



Answers to Written Questions

Provide advice to patrons on food and beverage services – D1.HBS.CL5.10

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 are different Food and Beverage departments commonly found in a hotel?

- Restaurants
- Bars
- Kitchens
- Room Service
- Mini Bars
- Coffee Shops
- Nightclubs
- External Catering
- Executive Lounges
- Bottle Shop Operations.

2. What are good sources for food and beverage information?

- Trade magazines
- Feature newspaper articles
- Television programs
- Food and beverage reference books
- Recipes and menus
- Internet
- Wine/food tasting events and other promotional activities
- Trade shows, exhibitions, food and beverage festivals
- Food and cooking demonstrations
- Chefs, cooks and other food service personnel
- Sales representatives
- DVDs.

3. What are the main tasks performed by food waiters?

- 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.

4. What formal documents identify the job responsibilities of food and beverage?

- Position Descriptions
- Job Descriptions
- Job Specifications
- Job Analysis sheets.

5. What information must staff know in relation to food menu items?

- Menu items (these are the dishes that are offered on the menu – you should know what is available and what is not)
- Serving sizes
- Prices
- Cooking styles
- Cooking times
- Ingredients
- What is fresh and what is bought in, frozen, pre-prepared
- Suitability for those with certain dietary or cultural requirements
- Cutlery and crockery required for service of individual menu items.

6. What information must staff know in relation to beverage menu items?

- The drinks that are available from the bar – including cocktails where applicable
- The brand names and types of spirits, liqueurs and fortified wines available
- The sparkling wines available
- The soft drinks available – including juices, aerated waters and mocktails
- The beers available – draught and packaged
- The bottled and house wines available
- The pre-mixed and ready-to-drink beverages available
- Prices
- Knowledge about individual beverages such as wine knowledge, how various liqueurs may be served, the alcoholic strength of different liquors, whether products are domestic or imported
- Knowledge about matching menu items to menu items
- Glassware for the service of all drinks.

7. What are some special features about a drink that would be beneficial for a beverage server to know?

- History of the item – its importance as a food or beverage source, its identity in the area
- Characteristics of the items – taste, smell, texture, spice
- Regions of origin – where it is produced
- How it is prepared – an explanation of any preparation activities
- How to cook it
- How to best serve it – including suitable cutlery, crockery etc.
- Any accompaniments that are commonly served with the item
- Recommended food or beverage with the items
- Its availability to purchase. Most customers will welcome the opportunity to take some samples home to family and friends, whether to prepare it themselves or as a possible gift.

8. What are four food and beverage promotions that you could introduce?

Answers will be varied.

9. Before offering advice to customers what questions can you ask to help understand their food and beverage needs?

Basic food questions:

- Do they want a light meal, snack or something substantial?
- What type of food are they looking for?
- Is there anything they want to try – local or international?

Basic beverage questions:

- Do they want an alcoholic or non-alcoholic drink?
- Do they want a beverage that they can share with others?
- If they want wine, do they prefer red or white? Still or sparkling?
- What have they selected in the way of food?
- Do they want to try something local?
- Are they looking for a new experience or do they want to stick with something they know they like?

10. What are some suitable wines to recommend when a customer is eating red meat?

- Cabernet merlot
- Cabernet sauvignon
- Shiraz
- Malbec.

11. What physical assistance can a beverage server provide to a customer?

- Carrying drinks for them to a table
- Rounding up their children who may have gone wandering a little too far from the table
- Providing something to read
- Phoning a taxi if the customer indicates they want one
- Offering or getting some extra ice for a customer if they seem to have run out but they still have some drink left.

12. What variations to menu items can you possibly provide to customers?

- Price reductions for a smaller serve
- Paying a bit extra for a bigger serve
- Ordering an entrée as a main course
- Ordering a main as an entrée
- Changing sauces
- Changing cooking styles
- Degrees of doneness
- Combining dishes
- Bringing in their own products
- Taking a dish home.

13. What are common types of requests customers make in a food and beverage establishment?

- Need for a drink
- Need to have a menu
- Need to have their order taken
- Need for condiments
- Waiting for food or beverages
- Meals are not as expected – may need to be re-heated or replaced
- Request more cutlery
- Special requests including high chairs or birthday cakes
- Request for the bill.

14. Why is it important to record customer requests?

- Shows to the customer that you are taking their request seriously
- The request is recorded correctly
- Enables the waiter or other person to follow up.

15. How can you improve your knowledge of different cuisines?

- Reading relevant books
- Talking to the kitchen staff and the owners
- Researching on the Net
- Practice – even at home – cooking a few dishes from the different countries to get a first-hand idea of what's involved, how it's done and what it tastes like
- Visit your local market or fresh produce supplier to gain an appreciation of the staggering array of fresh produce available to support the preparation of dishes from many different countries.

16. What are three popular French menu items?

- Soupe à l'oignon - French soup made of onions and beef stock
- Cheeses – Brie, Camembert, Roquefort
- Baguette - A long skinny loaf of French bread
- Boeuf bourguignon - traditional French stew
- Coq au Vin - A famous food that is simply chicken
- Flamiche - pie crust filled with cheese and vegetables
- Salade nicoise
- Duck confit
- Foie Gras - This is the very fatty liver of a goose or duck
- Escargots – snails
- Truffles – Expensive black mushrooms
- Ratatouille
- Crepes – thin pancakes
- Desserts – flans, ganache, tarts, pastries, crossaints.

17. What are three methods that can be used to explain menu items to customers?

- Verbal – face to face communication with the customer
- Written format – hard copy communications such as menus, signs, posters and pictures
- Non-verbal – facial expressions, gestures, sign language.

18. What topics in relation to menu items are commonly explained to customers?

- Menu items
- Ingredients
- Methods of preparation of cookery
- Culinary styles

- Time to prepare or cook
- Portion sizes available
- Alternate or substitute items in dishes
- Prices
- Ingredients that customers commonly are allergic to.

19. What does 'varietal' wine mean? Provide two examples of varietal wine.

'Varietal' wines are wines made from one grape variety. The name of this grape appears on the label of the bottle.

White wine varietal wines:

- Chardonnay
- Chenin Blanc
- Rhine Riesling
- Sauvignon Blanc
- Semillon
- Traminer.

Red wine varietal wines:

- Cabernet Sauvignon
- Malbec
- Merlot
- Pinot Noir
- Shiraz.

20. What is the difference between champagne and sparkling wine?

The word 'Champagne' is now legally reserved for sparkling wine produced from the Champagne region in France. Where produced in other parts of the world, it is correctly now known as 'sparkling wine'.

21. What are some questions that you can ask a customer when they are choosing a wine?

- Do they prefer, or are they looking for, a red or a white?
- Do they want a wine from a selected country?
- If they are looking for a white wine, do they prefer or want a sweet or dry one?
- If they are after a red wine, do they want a full or light-bodied one?
- Do they have a preference for a particular grape variety, growing region, or winery?
- How much do they wish to spend?
- What is the wine to be consumed with?

22. What type of wine is appropriate to recommend for a celebration?

Sparkling wine is generally accepted as a wine to celebrate almost anything and is a wine that can be recommended to help compliment any upbeat occasion.

23. What is the difference between 'aroma' and 'bouquet' when it comes to wine smells?

- Aromas refer to those smells derived from grapes and include fruit descriptors (e.g. lemon) and things like floral notes (e.g. honeysuckle), herbs and spices.
- Bouquet refers to smells derived from the process of winemaking. These characters may be formed by yeasts, specific fermentation techniques and by the type and size of maturation vessel.

24. How can you identify information in regards to wine?

- Tasting notes written by others – 'professional' people including wine judges, magazine reviewers, wine makers and other staff at your workplace
- Wine magazines – there are various magazines that will focus solely on wine or be combined with food
- Wine-related websites – there are thousands of these. Start with the well-known wineries and do a search for 'wine'
- Wine labels.

25. Identify three white wines and their common fruit flavours.

GRAPE VARIETY	CHARACTERISTICS
Riesling	Pineapple
Sauvignon Blanc	Asparagus
Semillon	Grass
Chardonnay	Cucumber
Sweet/ dessert wines	Honey

26. Identify red white wines and their common fruit flavours.

GRAPE VARIETY	CHARACTERISTICS
Pinot Noir	Strawberry
Merlot	Cherry
Cabernet Sauvignon	Olive
Shiraz	Pepper

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide advice to patrons on food and beverage services D1.HBS.CL5.10
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Update food and beverage knowledge b) Advise on menu items c) Provide wine advice 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: Update food and beverage knowledge		
Research general information on food and beverage products	<input type="checkbox"/>	<input type="checkbox"/>
Identify information required to fulfil responsibilities of job role	<input type="checkbox"/>	<input type="checkbox"/>
Develop and maintain product knowledge in line with job role and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Identify features of specific food and beverages which have potential customer appeal	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Advise on menu items		
Offer advice on suitable combinations of foods, and food and beverages, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Provide assistance to customers on selection of food and beverage items	<input type="checkbox"/>	<input type="checkbox"/>
Respond courteously and authoritatively to customer questions in relation to menus and drink lists	<input type="checkbox"/>	<input type="checkbox"/>

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Provide advice to patrons on food and beverage services D1.HBS.CL5.10		
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? <i>(tick the correct response]</i>	Yes	No	Not sure
Update food and beverage knowledge			
Research general information on food and beverage products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify information required to fulfil responsibilities of job role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and maintain product knowledge in line with job role and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify features of specific food and beverages which have potential customer appeal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise on menu items			
Offer advice on suitable combinations of foods, and food and beverages, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide assistance to customers on selection of food and beverage items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond courteously and authoritatively to customer questions in relation to menus and drink lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss, where appropriate, methods of cooking and different culinary styles in clear and simple language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide explanations, for menu items, where appropriate, in clear and simple language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide wine advice			
Offer, where appropriate, assistance to customers making wine selections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide specific advice on the compatibility of different wines for menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide correct and current information about different wine selections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss, where appropriate, wine characteristics in clear and simple language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Provide advice to patrons on food and beverage services	D1.HBS.CL5.10
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		

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: Update food and beverage knowledge						
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: Advise on menu items						
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						
Discuss, where appropriate, methods of cooking and different culinary styles in clear and simple language						
Provide explanations, for menu items, where appropriate, in clear and simple language						

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 3: Provide wine advice						
Offer, where appropriate, assistance to customers making wine selections						
Provide specific advice on the compatibility of different wines for menu items						
Provide correct and current information about different wine selections						
Discuss, where appropriate, wine characteristics in clear and simple language						
Candidate signature			Date			
Assessor signature			Date			

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