



# Provide Food and Beverage Services

D1.HBS.CL5.12

Assessor Manual





# **Provide Food and Beverage Services**

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**Assessor Manual**



**William  
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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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE: PROVIDE FOOD AND BEVERAGE SERVICES</b>		<b>NOMINAL HOURS: 120</b>
<b>UNIT NUMBER: D1.HBS.CL5.12</b>		
<b>UNIT DESCRIPTOR: This unit deals with skills and knowledge required to deliver food and beverage service to in houseguests within the dining areas of the establishment</b>		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare food and beverage environment for service</b></p> <p>1.1 Check <i>requirements for the upcoming service session</i></p> <p>1.2 Check cleanliness of the facility and conduct <i>spot and makeup cleaning</i> as required</p> <p>1.3 <i>Set up dining area</i> for trading session</p> <p>1.4 Process incoming reservations to the establishment</p> <p><b>Element 2: Set tables</b></p> <p>2.1 Match <i>table setting</i> to menu for the session</p> <p>2.2 <i>Set tables</i> and dress where appropriate</p> <p>2.3 Complete <i>final inspection of room and table set ups</i></p> <p>2.4 Identify and report recurring problems with set up to the appropriate person to prevent recurrence</p>	<p><b>Unit Variables</b></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 the provision of table service of food and beverages in a food establishment within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Food and Beverage Service</li> <li>2. Food Production</li> </ol> <p><i>Requirements for the upcoming service session</i> may include:</p> <ul style="list-style-type: none"> <li>• Checking reservations, including names, group sizes, special requests, time of arrival</li> <li>• Checking menu for the session, including explanation of the menu by kitchen staff, identification of items that are short/off the menu, items that the kitchen wants to clear, and potential service problems the kitchen has anticipated</li> <li>• Checking internal requirements for the session, such as special service protocols, arrival and treatment of VIPs, priorities and/or limitations for service.</li> </ul> <p><i>Spot and makeup cleaning</i> may include:</p> <ul style="list-style-type: none"> <li>• Internal areas, such as dining area, toilets, public areas and entrances, bars, waiting areas</li> </ul>	

<p><b>Element 3: Meet and greet guests</b></p> <p><b>3.1</b> <i>Welcome guests</i> on arrival</p> <p><b>3.2</b> <i>Seat guests</i> at nominated or designated tables</p> <p><b>3.3</b> Offer <i>pre-meal services</i></p> <p><b>3.4</b> Present menus and wine/drink lists</p> <p><b>3.5</b> Provide <i>service advice and information</i> to guests</p> <p><b>Element 4: Take food and beverage orders</b></p> <p><b>4.1</b> Take <i>beverage orders and food orders</i></p> <p><b>4.2</b> <i>Sell menu items and drinks</i> proactively</p> <p><b>4.3</b> <i>Recommend wines and drinks</i> to accompany selected foods</p> <p><b>4.4</b> Respond to guest queries regarding menu items and drink choices</p> <p><b>4.5</b> <i>Transfer orders</i> to service and preparation points</p> <p><b>4.6</b> <i>Adjust settings/covers</i> to reflect menu items selected</p> <p><b>4.7</b> <i>Liaise with other staff</i> regarding intended service delivery</p> <p><b>Element 5: Serve food</b></p> <p><b>5.1</b> <i>Serve bread rolls</i> at table</p> <p><b>5.2</b> <i>Serve dishes</i> as ordered by guests</p> <p><b>5.3</b> Check guest satisfaction as part of service delivery</p>	<ul style="list-style-type: none"> <li>• External areas, such as car parks, gardens, walkways and footpaths</li> <li>• Furniture and equipment</li> <li>• Walls, floors, ceilings, light fittings, curtains, doors and windows</li> <li>• Tables, chairs and waiting stations.</li> </ul> <p><i>Set up dining area</i> may include:</p> <ul style="list-style-type: none"> <li>• Positioning tables and chairs in line with bookings</li> <li>• Creation of seating plans</li> <li>• Allocation of waiting stations to staff</li> <li>• Preparing butter for service in line with house standards,</li> <li>• Adjustments to environmental factors, including air conditioning, lighting, music systems</li> <li>• Compliance with enterprise standards and legislated requirements of the host country in relation to patron safety and/or comfort</li> <li>• Ensuring safety of all items to be used</li> <li>• Checking readiness of cash registers, electronic ordering systems and other items and enterprise-specific equipment for service.</li> </ul> <p><i>Table settings</i> must include crockery, cutlery, glassware, linen and condiment compatibility with:</p> <p>table d'hôte menus</p> <ul style="list-style-type: none"> <li>• A la carte menus</li> <li>• Function and banquet menus</li> <li>• House specials</li> <li>• Service session, that is, to accommodate differences between breakfast, lunch, dinner and supper</li> <li>• Service style, including matching set up to silver service, semi-silver service, gueridon, plated, or self-service style.</li> </ul>
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**5.4** Take remedial action in the event of guest dissatisfaction

**5.5** *Clear table* at appropriate times throughout meal and on completion of meal

**Element 6: Serve drinks**

**6.1** *Serve pre-dinner drinks* to table

**6.2** *Serve wines* to table

**6.3** *Serve after-meal drinks* to table

**6.4** Coordinate timing of beverage service to match courses/menu items being served

**6.5** *Clear glasses* and beverage items

**Element 7: Present account to guest**

**7.1** Compile guest account ready for presentation

**7.2** Present account to guest

**7.3** Accept payment for account

**7.4** Process payment of account

**Element 8: Provide departure services**

**8.1** Assist guest in leaving table

**8.2** Provide *end-of-service assistance*, as required

**8.3** *Farewell guests*

**Element 9: Conduct shut down activities**

**9.1** Turn off electrical and service-related equipment, where appropriate

**9.2** Remove used linen items for laundering

- *Set tables* should relate to:

- Positioning tables and chairs according to pre-prepared seating plans

- Laying cloths

- Folding napkins

- Setting crockery, cutlery, glassware, linen, condiments and table dressings to match menus and house standards

- Dressing tables for a variety of special occasions and functions, including meeting internal service standards and advertised/promised appearances as well as meeting special requests from guests

*Final inspection of room and table set ups* should include:

- Replacing unclean, inappropriate, or otherwise unsatisfactory items

- Adding missing items

- Cleaning and polishing, as required

- Final confirmation of bookings, special requests, seating plan and station allocations

*Welcome guests* may include:

- Greeting guests by name, where known

- Checking for and confirming reservations, where applicable

- Application of house standards for welcoming guests, including use of appropriate terms, phrases and greetings

*Seat guests* should include:

- Escorting guests to table

- Interacting with guests

- Withdrawing chairs and seating guests

- Unfolding and lapping napkins

<p><b>9.3</b> <i>Store, stock and replenish, where necessary, for next service session</i></p> <p><b>9.4</b> <i>Dispose of waste</i></p> <p><b>9.5</b> <i>Clear and clean service area and service items</i></p> <p><b>9.6</b> <i>Conduct session de-briefing</i></p> <p><b>9.7</b> <i>Conduct handover to incoming shift, where appropriate</i></p>	<p><i>Service advice and information</i> should include:</p> <ul style="list-style-type: none"> <li>• Explaining and describing menu items, including preparation time, ingredients, cooking style and other unique features of dishes</li> <li>• Actively promoting and selling menu items, as nominated by management or the kitchen, with special emphasis on-selling ‘extras’</li> <li>• Making food and beverage recommendations</li> <li>• Interacting with guests</li> <li>• Providing local advice, information about the region/country and venue-specific details, advice and information</li> <li>• Finding out information not known and passing same on to guests</li> </ul> <p><i>Beverage and food orders</i> must include:</p> <ul style="list-style-type: none"> <li>• Accurate recording of guest orders, including details of preferences and/or special requests</li> <li>• Use of positive customer service and interpersonal skills</li> <li>• Use of selling skills</li> <li>• Demonstration of tact, courtesy and professionalism</li> <li>• Use of enterprise standard procedures for recording guest order</li> <li>• Recording food order for nominated courses, including appetiser, entrée, soup, main course and dessert</li> <li>• Minimal disruption to guest experience, enjoyment and conversation</li> <li>• Thanking guests and complimenting them on their selection</li> </ul> <p><i>Sell menu items and drinks</i> may include:</p> <ul style="list-style-type: none"> <li>• Use of suggestive selling techniques</li> <li>• Use of up-selling and add-on-selling</li> <li>• Selling the benefits not just the features</li> </ul>
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- Alignment of sales endeavours with kitchen and management priorities
- Adherence to enterprise policies and procedures regarding implementation of selling techniques
- Honesty, accuracy and professional ethics in the use of sales technique

*Recommend wines and drinks* should include:

- Matching suggestion to identified guest needs and/or preferences
- Honesty, accuracy and professional ethics
- Adherence to the liquor service laws of the host country
- Alignment of sales endeavours with bar and management priorities

*Transfer orders* will include:

- Informing bar of drink orders, including specific requirements for glassware, garnishes, preparation techniques, individual guests' special requests and timing requirements for service delivery
- Informing kitchen of food orders, including special requests, dietary requirements, cultural requirements and timing needs
- Informing cashier, where appropriate, of food and drink orders taken by waiter and including table number, guest name and time of order
- Operating in house ordering and table tracking systems in accordance with house policies and manufacturer instructions
- Pricing orders and preparing/generating guest account, where applicable

*Adjust settings/covers* must include:

- Removing and adding cutlery to match the food orders placed by, and the dining needs of, individual guests
- Changing or adding glassware to match the beverage/wine orders that have been placed by each table

- Removing chairs and settings no longer needed by each table
- Preparing and readying service wear to accompany the provision of silver service, semi-silver service or gueridon service

*Liaise with other staff* will include:

- Notifying bar and kitchen staff of timing requirements that apply to each table to enable delivery of timely and coordinated food and beverage/wine service
- Arranging for assistance in the service of food and beverages to large groups
- Organising support staff to assist in the delivery of silver service, semi-silver service, gueridon service and plated service as the need dictates
- Coordinating with cashier to ensure guest account is created, updated and made ready for presentation
- Notifying security or management where guests are presenting in an anti-social, argumentative, aggressive, intimidating, harassing, or otherwise unacceptable manner
- Assisting other staff, as required, in service delivery to their tables

*Serve bread rolls* will include:

- Using silver service gear, or tongs in line with house standards
- Serving butter

*Serve dishes* must include:

- Collecting ordered dishes from kitchen, including checking for compliance with order placed by guest, checking temperature, appearance, equality and completeness
- Carrying plates/dishes to table using trays
- Carrying plates/dishes using standard plate-carrying techniques
- Serving appetiser, entrée, soup, main course and dessert to guest in accordance with order placed
- Liaising and cooperating with other staff where silver service, semi-silver service and gueridon service is required

- Adhering to in house, or industry standards regarding food service, placement of dishes on table, timing of service, and coordination of wine and beverage service
- Implementing customer service skills, communicating skills and interpersonal skills
- Implementing appropriate safe food handling skills

*Clear table* must include:

- Enquiring to ensure guests have finished their course
- Reading non-verbal cues regarding meal/course completion
- Using accepted industry standard plate and cutlery clearing techniques
- Implementing crumbing down procedures
- Removing tableware, condiments, table dressings, butter, progressively during the meal
- Implementing customer service skills, communicating skills and interpersonal skills
- Using trays and trolleys to assist in the clearing process

*Serve pre-dinner drinks* must include:

- Collecting ordered dishes from bar, including checking for compliance with order placed by guest, checking temperature, appearance, garnish, correct glassware, equality and completeness
- Carrying drinks to table using trays
- Serving of drinks to guests in accordance with order placed; drinks may include aperitifs and cocktails, beers, mixed drinks, non-alcoholic drinks and house specialty drinks
- Liaising and cooperating with other staff where silver service, semi-silver service and gueridon service is required
- Adhering to in house or industry standards regarding food service, placement of dishes on table, timing of service, and coordination of wine and beverage service
- Implementing customer service skills, communicating skills and interpersonal skills
- Implementing appropriate safe food handling skills

*Serve wines* must include:

- Collecting and checking selected wine from bar
- Adjusting glassware to match selected wine
- Implementing the wine ritual in the service of wine, including presenting and announcing wine, bottle opening and cork presentation, where applicable, allowing host to taste and approve the wine, filling guest glasses and host glass, placement of bottle on table, using napkin to assist in service
- Implementing correct pouring techniques to avoid drips
- Using wine baskets, ice buckets and wine stands
- Decanting wines that throw a crust

*Serve after-meal drinks* must include:

- Serving fortified wines, including port, tokay, Frontignac, Madeira:
  - Serving liqueurs
  - Serving spirit or liqueur coffees
  - Using correct glassware
  - Using drinks trolley to actively promote after-dinner drinks

*Clear glasses* must include:

- Monitoring state of intoxication of guests and implementing responsible service of alcohol
- Selling additional drinks and changing glassware to accommodate new products that are ordered
- Removing glasses, bottles and cans from table
- Removing corks that have been offered for presentation, wine baskets, ice buckets and wine stands



*End-of-service assistance* may include:

- Obtaining a taxi or other transport for guests
- Retrieving items that have been placed into safe keeping
- Offering umbrellas
- Accompanying guests to cars
- Making reservations on their behalf

*Farewell guests* must include:

- Thanking guests for their business
- Wishing guests well, including respecting and valuing guests
- Implementing high levels of customer service, interpersonal skills and communication skills

*Store, stock and replenish* should include:

- Putting away stock items that will not be required until the next service session
- Implementing safe food handling techniques
- Ordering and/or requisitioning stock

*Clear and clean service area* must include:

- Spot cleaning of spills, mess and rubbish
- Washing service items, including use of detergent and sanitisers, polishing items
- Putting items in the correct location ready for use in the next session
- Advising management of any items that require service, repair or replacement
- Setting up service area for the next service session, including partial or full set-up

*Session de-briefings* should include:

- Evaluating flow of service, speed of service and levels of guest satisfaction
- Evaluating the extent to which financial or other service targets were attained, including discussion of how poor situations in future may be addressed/retrieved, discussion of how positive results can be extended and applied to future service sessions
- Discussing and resolving service problems, including interpersonal problems, physical issues, support levels provided, guest complaints
- Pre-empting issues and service sessions arising

*Handover to incoming shift* must include:

- Identification of problems, difficult guests and shortages of food/beverages
- Sharing of general service advice and providing details of status of service for each table/guest
- Identifying guest accounts yet to be paid
- Allocating staff duties

#### **Assessment Guide**

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

- Understanding and application of safe food handling practices as required by legislation of the host country and the host enterprise
- Appropriate personal presentation
- Excellent levels of product knowledge for food and beverage items
- Selling skills, interpersonal skills, negotiation skills, conflict resolution and complaint management skills
- Ability to work cooperatively with other staff
- Ability to describe and differentiate between standard service styles, menu options, table set ups, dining room layouts and service areas
- Ability to describe and differentiate between a nominated range of service wear, crockery, cutlery, glassware, table accoutrements, dining furniture and equipment

**Linkages To Other Units**

- Provide a link between kitchen and service area
- Provide advice to patrons on food and beverage services
- Comply with workplace hygiene procedures
- Promote hospitality products and services
- Receive and resolve customer complaints
- Maintain quality customer/guest service
- Take food orders and provide courteous table service
- Prepare and serve non-alcoholic beverages
- Manage responsible service of alcohol
- Provide silver service
- Serve a range of wine products
- Process transactions for purchase of goods and services
- Develop and update local knowledge
- Develop and maintain food and beverage product knowledge
- Prepare and serve cocktails

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated ability to deliver food and beverage services for a nominated variety of menu styles, dining options and service sessions
- Demonstrated ability to implement and comply with enterprise policies and procedures relating to the selling and serving of food and beverages, responsible service of alcohol, cash control and billing procedures, and customer/guest service

- Demonstrated ability to monitor guest service throughout service sessions and take appropriate remedial action to address issues arising during service
- Demonstrated ability to effectively interact with guests to enable optimal selling, resolution of conflict, settlement of complaints and maximising positive guest experience

**Context of Assessment**

Assessment must ensure:

- Actual or simulated workplace application of food and beverage service which must include:
  - Setting up dining areas ready for service
  - Greeting and seating guests
  - Taking food and beverage orders
  - Serving food and beverages
  - Presenting accounts and processing payment
  - Fare welling guests
  - Conducting end-of-shift duties

**Resource Implications**

Training and assessment must include the use of real or simulated menu items and beverages, service items, utensils, equipment, cash and guests.

**Assessment Methods**

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

- Observation of practical candidate performance
- Feedback from guests who have been served
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

<b>Key Competencies in this Unit</b>		
<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>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	1	Gain product knowledge and menu knowledge; prepare seating plan on the basis of bookings received
Communicating ideas and information	1	Recommend dishes and drinks to guests
Planning and organising activities	1	Liaise with other staff to enable timely service delivery
Working with others and in teams	1	Cooperate with other staff to provide service
Using mathematical ideas and techniques	1	Calculate and price guest accounts
Solving problems	2	Resolve service issues and complaints from guests
Using technology	2	Use in house ordering systems and cash register/point of sale systems



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Provide Food and Beverage Services D1.HBS.CL5.12
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Why is it important to understand your roles and responsibilities at the start of the shift?	<input type="checkbox"/>	<input type="checkbox"/>
2. Besides the actual dining area itself, what are other areas that need to be checked for cleanliness before service commences?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What is a floor plan and how is it helpful in setting up the dining area?	<input type="checkbox"/>	<input type="checkbox"/>
4. When confirming reservations, what information must be confirmed?	<input type="checkbox"/>	<input type="checkbox"/>
5. What items are normally set up for an 'a la carte' setting?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	PC	NYC
6. What are some tips for setting a table?	<input type="checkbox"/>	<input type="checkbox"/>
7. When checking a table before the start of a session to ensure it is complete, what are you looking for?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are examples of recurring problems that may take place when setting up for service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How can you welcome a customer in a professional manner?	<input type="checkbox"/>	<input type="checkbox"/>
10. After a customer has been seated, what can the waiter do or offer?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is it important to offer pre-meal services to customers as they are waiting for their table to become available?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Who should you give the wine list to?	<input type="checkbox"/>	<input type="checkbox"/>
13. Why is it a good idea to ask questions before offering food and beverage advice or recommendations?	<input type="checkbox"/>	<input type="checkbox"/>
14. Why is it important to 'number' guests when taking orders?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How can you pro-actively sell items?	<input type="checkbox"/>	<input type="checkbox"/>
16. What are four different varietals of wine on a wine list?	<input type="checkbox"/>	<input type="checkbox"/>
17. What are different dietary considerations customers may have?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Why is it important for orders to be relayed accurately to bar and kitchen staff?	<input type="checkbox"/>	<input type="checkbox"/>
19. Why is it important to adjust items on the table after the order has been taken?	<input type="checkbox"/>	<input type="checkbox"/>
20. Why is communication between staff important during dining service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Whilst many restaurants serve bread at the start of a meal, what are possible alternatives?	<input type="checkbox"/>	<input type="checkbox"/>
22. When placing meals in front of guests, what position on the plate should meat be located and why?	<input type="checkbox"/>	<input type="checkbox"/>
23. What is the importance of the 'three minute check'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. If a customer has a complaint with a meal during the three minute check what should you do?	<input type="checkbox"/>	<input type="checkbox"/>
25. When clearing plates from a table, do you do it as each person finished their meal or do you wait until everyone has finished?	<input type="checkbox"/>	<input type="checkbox"/>
26. What are some checks a beverage server will undertake when collecting drinks from the service area?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. What are common pieces of equipment that are used in the service of wine?	<input type="checkbox"/>	<input type="checkbox"/>
28. What are the steps associated with serving liqueur coffee?	<input type="checkbox"/>	<input type="checkbox"/>
29. Is it common for food and beverage service to be synchronised?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	PC	NYC
30. When is the appropriate time to clear beverage glasses and other associated items?	<input type="checkbox"/>	<input type="checkbox"/>
31. Who normally prepares a customer account?	<input type="checkbox"/>	<input type="checkbox"/>
32. Who do you normally present the customer account to at the end of a meal?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
33. Once an account has been placed on the table should you continue to stand at the table? Why?	<input type="checkbox"/>	<input type="checkbox"/>
34. Describe the steps in processing payment involving credit card using a manual an electronic system.	<input type="checkbox"/>	<input type="checkbox"/>
35. Why is it important to provide assistance as customers leave the table?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
36. What is the purpose of providing end of service assistance?	<input type="checkbox"/>	<input type="checkbox"/>
37. What can you say to customers when providing a farewell?	<input type="checkbox"/>	<input type="checkbox"/>
38. What types of equipment need to be cleaned and stored at the end of a shift?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
39. Why is it important to check and count linen at the end of the shift?	<input type="checkbox"/>	<input type="checkbox"/>
40. Describe the process of reordering stock items.	<input type="checkbox"/>	<input type="checkbox"/>
41. What are possible ways to dispose of leftover food?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
42. What are ways to maintain a clean and hygienic work place?	<input type="checkbox"/>	<input type="checkbox"/>
43. What is the importance of having a debrief session at the end of a shift?	<input type="checkbox"/>	<input type="checkbox"/>
44. Who normally attends a 'handover' at the end of a shift?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Provide Food and Beverage Services – D1.HBS.CL5.12

**Student Name:** \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Checking reservations is an important part of understanding trade for the day. Name five pieces of information you should check in relation to reservations.

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2. Name five factors that limit service.

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3. Before the commencement of service, name eight areas that need to be checked for cleanliness.

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4. What are different pieces of equipment that need to be checked and prepared before service?

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5. Identify two key reasons it is important to follow up and confirm reservations.

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6. What is the key difference between an 'a la carte' and 'set' menu?

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7. What are different types of crockery and cutlery used in a restaurant?

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8. Name five common categories of glassware used in a restaurant.

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9. When checking cleanliness of the room and tables, identify five items you should check.

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10. Give three reasons why reoccurring events must be reported.

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11. What are some special needs that must be addressed when welcoming a customer?

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12. What are the steps associated with welcoming a customer and escorting them to the table?

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13. What are different types of pre-meal services that can be offered to the customer, especially if their table is not ready?

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14. What are activities associated with presenting menus and drinks lists?

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15. What are common enquiries customers have in relation to food menu items?

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16. Explain the steps in taking an order

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17. Describe the different degrees of 'doneness' of steaks

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18. Besides the main meal, what are additional items that be sold to the customer to increase sales?

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19. When recommending wine to match food, what foods are suited with white wine and red wine respectively?

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20. How do you handle questions where you don't know the answer?

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21. At times, the food server may need to talk to the chef when relaying an order. What information needs to be discussed?

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22. What is the process for adjusting cutlery?

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23. What staff may food and beverage servers communicate with during a shift?

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24. What is the purpose of serving bread at the start of the meal?

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25. When collecting food from the kitchen, what checks should food servers make?

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26. What is the '3 minute check'?

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27. What items can be replenished during the '3 minute check'?

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28. What are common problems customers may have with their food?

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29. What are some options to resolve a food related customer complaint, during the three minute check?

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30. What is the usual sign a customer has finished their meal?

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31. Describe the best way to load a tray

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32. What are tips to remember when placing drinks on the table?

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33. Why is it important to present the bottle to the customer before opening?

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34. What are different types of liqueur coffees?

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35. What are examples when it is important to synchronise food and beverage?

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36. What beverage items need to be cleared from the table?

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37. What are the steps associated with preparing the customer account?

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38. What is a customer account normally served in?

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39. Why is it important for food and beverage service staff to keep a watchful eye over tables after accounts have been given?

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40. What are common methods in which customers can settle accounts?

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41. What assistance can be provided to customers as they leave a table?

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42. What are some examples of 'end of service' assistance?

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43. Why is it important to provide a proper farewell to customers?

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44. What are common activities that take place at the end of the service session, in preparation for the next shift?

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45. What are the steps associated with handling linen at the end of a shift?

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46. What are items that are normally replenished at the end of the shift?

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47. What items can be recycled?

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48. Why is it important to maintain a clean and hygienic workplace?

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49. What is normally discussed in a debrief session at the end of a shift?

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50. What information needs to be addressed and passed on in a handover?

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# Answers to Written Questions

## Provide Food and Beverage Services – D1.HBS.CL5.12

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. Checking reservations is an important part of understanding trade for the day. Name five pieces of information you should check in relation to reservations.**
  - Number of guests
  - Size of bookings
  - Customer's arrival time
  - Special requests
  - Needs of guests.
  
- 2. Name five factors that limit service.**
  - Pre-existing group bookings
  - Meetings that have been booked in the outlet
  - Repairs to equipment or sections of the outlet
  - Staffing limitations
  - Equipment limitations.
  
- 3. Before the commencement of service, name eight areas that need to be checked for cleanliness.**
  - Furniture – tables and chairs
  - Wall hangings – pictures or displays
  - Fixtures – light fittings and door knobs
  - Plants – indoor plants and pots
  - Glass – windows, panels and doors
  - Floor – carpet and tiled areas
  - Work stations – waiter's sideboard
  - Toilets – rest areas.
  
- 4. What are different pieces of equipment that need to be checked and prepared before service?**

The answers will be wide and varied.

**5. Identify two key reasons it is important to follow up and confirm reservations.**

- Proves to the customer we value their patronage
- Reminds the customer that they in fact have a reservation
- Confirms that the reservation is still applicable
- Ensure that people who have made a reservation, do in fact have a space for them when they arrive
- Ensures tables can be resold or released if the customer is not coming anymore
- Information or arrangements regarding the booking can be confirmed
- Payment methods can be collected if required
- Ensures that any changes can be accommodated before the customer arrives
- Where booking charges or penalties are charged for late cancellation are applicable, these can be explained to the customer
- Enables staff to explain parking arrangements etc. to help facilitate their arrival
- If customers wish to cancel their reservation, others on a waiting list can be allocated a table, or other customers can be placed in more desired locations at the establishment. For example a table with a view of the ocean or city lights.

**6. What is the key difference between an ‘a la carte’ and ‘set’ menu?**

- A la carte is the term used for a menu that has individually priced dishes
- A set menu is a menu that has a set price for a number of courses.

**7. What are different types of crockery and cutlery used in a restaurant?**

Answers will be varied.

**8. Name five common categories of glassware used in a restaurant.**

- Beer glasses
- Wine glasses – still and sparkling
- All-purpose glasses
- Cocktail glasses
- Liqueur glasses and fortified wine glasses
- Carafes for the service of house wines to table
- Jugs for beer, soft drink and mixed drinks
- Irish coffee/liqueur-spirit coffee mugs.

**9. When checking cleanliness of the room and tables, identify five items you should check.**

- Crumbs on chairs
- Lop-sided, creased, dirty or otherwise unsuitable table cloth
- Missing items from the cover or table
- Missing, damaged or unstable tables and chairs
- Incorrect covers set on a table
- That the actual table positions reflect the set floor plan
- Rubbish on the floor, in pot plants etc.
- Flies or insects.

**10. Give three reasons why reoccurring events must be reported.**

- So they can be fixed
- Items can be replaced
- Possible causes can be identified to help find a suitable solution to reduce its effects in the future.

**11. What are some special needs that must be addressed when welcoming a customer?**

- Alternative easy access to their table because of a disability
- A high chair for infants
- Warming of a bottle for babies
- Appropriate food for those with special dietary needs as indicated in the reservations book
- Privacy for romantic couples, and business people to the best extent possible given other bookings
- Room on a table to spread out where business looks as if it is going to be conducted
- A table near the door for someone with a walking stick.

**12. What are the steps associated with welcoming a customer and escorting them to the table?**

- Promptly acknowledge the guests and welcome them with a greeting
- Establish if the customer has a reservation
- Hats, coats, umbrellas or parcels and presents should be taken from the customer
- Show guests to their table
- At the table, pull out one chair to signal to the guests that they are free to claim a seat and sit.

**13. What are different types of pre-meal services that can be offered to the customer, especially if their table is not ready?**

- Bar service
- Lounge and waiting areas
- Reading materials
- Free refreshments
- Telephone services
- Business related services
- Valet services
- Participation in special displays or promotions.

**14. What are activities associated with presenting menus and drinks lists?**

- Ensure there are adequate menus for everyone to read
- Provide menus suitable for the customers.
- If there are limited menus, you may request that customers share them until others become available
- Distribute menus to the guests from their right-hand side
- Leave the wine list with the host or place in the centre of the table
- Ask customers if they would like any starters, if applicable and according to available menu items
- Serve any complimentary starters if appropriate
- Point of direct customers to other menus that may be applicable. You may tell customers you will be back in a minute to discuss the menu.

**15. What are common enquiries customers have in relation to food menu items?**

- Ingredients in dishes
- Cooking/preparation times
- Whether things like MSG, sugar, and flour are present in dishes
- Serve sizes
- Whether items are fresh, frozen, canned, etc.
- Why a certain dish has the name it does
- What different cooking styles mean
- Menu and cooking terminology.

**16. Explain the steps in taking an order**

Answers will be varied.



**17. Describe the different degrees of 'doneness' of steaks**

Degrees of doneness are:

- Blue - steak is seared on both sides then served
- Rare - steak is served when browned on both sides, and meat still contains blood
- Medium rare - steak has less blood than a rare steak, though blood is still just present
- Medium to well-done - steak is cooked all the way through, no sign of blood
- Well-done: steak is cooked very well – a little burnt on the outside and definitely no sign of blood.

**18. Besides the main meal, what are additional items that be sold to the customer to increase sales?**

- Side salads, vegetables or French fries
- Starch foods like wedges, fries, rice or other potato formats
- Beverages to compliment meals
- Additional sauces or condiments
- Desserts.

**19. When recommending wine to match food, what foods are suited with white wine and red wine respectively?**

- Whites with salads, fish, chicken, veal and pork
- Reds with dark meat
- Reds with cheese.

**20. How do you handle questions where you don't know the answer?**

- Apologise to the guest
- Tell them you don't know the answer to their question
- Tell them you will go and find out, ask the kitchen etc.

**21. At times, the food server may need to talk to the chef when relaying an order. What information needs to be discussed?**

- Timing issues
- Co-ordination of service
- Cultural issues
- Dietary requirements
- Special requests
- How steaks are to be cooked
- Entrees required as main courses
- Explanation of tables and their orders.

**22. What is the process for adjusting cutlery?**

- Identify what needs to be removed from each cover
- Identify what needs to be added to each cover
- Obtain the necessary items
- Load them onto a clothed service plate
- Carry the clothed plate with all the required items to the table
- On arrival at the table, begin adjusting the items by starting at the Number One guest, working clockwise around the table
- Always handle cutlery by the handles.

**23. What staff may food and beverage servers communicate with during a shift?**

- Management and supervisors
- Hosts
- Cashiers
- Chefs
- Bartenders
- Cleaning staff
- Stewards
- Security
- DJ
- Purchasing department
- Valets/Car park attendants.

**24. What is the purpose of serving bread at the start of the meal?**

- Takes away hunger pains that customers may have whilst waiting for meals
- Is an added element of service to a meal
- Is seen as added value in the eyes of the customer
- Can be used to accompany menu items – whether to ‘soak, mop or scoop’ items
- Often to accompany entrees or starters
- It is a cheap ‘additional course’
- May be charged and therefore a method to increase revenue.

**25. When collecting food from the kitchen, what checks should food servers make?**

- Checking that the right meal has been prepared and any requested preferences have been accommodated
- Checking the plate to make sure there are no marks, spills or drips
- Checking the quality of the item
- Checking with the chef to identify how a particular item has been cooked
- Checking if special condiments need to go with the order
- Checking to make sure there is uniformity between dishes
- Ensuring correct temperature of the dish.

**26. What is the '3 minute check'?**

When a meal has been served to the customer, it is important for service staff to revisit the table a few minutes later to check that the meals are to the customer's satisfaction.

**27. What items can be replenished during the '3 minute check'?**

- Drinks
- Extra condiments
- Extra cutlery
- Extra crockery
- Extra glassware
- More serviettes
- A finger bowl
- A scrap bowl – depending on the menu item being served.

**28. What are common problems customers may have with their food?**

- The steak is tough
- The meal is cold
- The steak is not cooked as ordered
- Special requests have not been met.

**29. What are some options to resolve a food related customer complaint, during the three minute check?**

- Replace meal quickly
- Allowing them to take some items from the buffet whilst they are waiting
- Providing a plate of snacks including rice, salad, bread or fries
- Suggesting fast cook items to that a dish will be ready when others are also eating.

**30. What is the usual sign a customer has finished their meal?**

When guests place their knife and fork together in the centre of the plate this is the usual sign that they have finished their meal.

**31. Describe the best way to load a tray**

Answers will be varied.

**32. What are tips to remember when placing drinks on the table?**

- When unloading trays, you may have to slightly twist your body with the tray positioned slightly away from your side
- All drinks should be announced when being placed on the table
- Remember to bend your knees when serving from a tray
- Work anti-clockwise around the table, repeating the above procedures until the last drink is served
- Drink waiters should work anti-clockwise around the table, and food waiters should work in a clockwise direction
- Use coasters or napkins under drinks when and where required.

**33. Why is it important to present the bottle to the customer before opening?**

Presenting wine is done for three reasons:

- It provides an opportunity for the guest to check the wine they have ordered to ensure it is the one they really want
- It allows the guest to check that the waiter has brought the bottle that was ordered. This helps avoid situations where the waiter may have misheard the order
- It is part of the service ritual for wine that many guests expect.

**34. What are different types of liqueur coffees?**

Answers will vary.

**35. What are examples when it is important to synchronise food and beverage service?**

- In bar situations where snacks are provided with drinks, such as nuts, chips etc.
- Initial service of drinks should come quickly
- Refills of drinks to coincide with next food courses
- Coffees and cakes are often served together
- Where beverages compliment the meal, such as:
  - Wines to accompany courses
  - Dessert wines or coffee that is served with dessert
  - Ports and cheese
  - Champagne and birthday cakes or other celebrations.

**36. What beverage items need to be cleared from the table?**

- Used glasses
- Unused glasses
- Empty wine and beer bottles
- Discarded garnishes, spoons and straws.

**37. What are the steps associated with preparing the customer account?**

Answers will be varied.

**38. What is a customer account normally served in?**

An account folder.

**39. Why is it important for food and beverage service staff to keep a watchful eye over tables after accounts have been given?**

- Customers may wish to query the account
- Some customers may simply pay cash and leave
- Customers may want to sign to their room
- Customers seeking to pay by card will need staff to bring portable credit or debit card machines.

**40. What are common methods in which customers can settle accounts?**

- Paying cash
- Paying via credit card through using a manual or electronic system
- Using EFTPOS facilities – ‘Electronic Funds Transfer at Point Of Sale’
- In selected situations customers may settle their accounts by:
- Charging to their room
- Charging a house account. These are used for functions or corporate events
- Presenting vouchers for nominated amounts and/or items/services
- Paying by cheque.

**41. What assistance can be provided to customers as they leave a table?**

- Pull back chairs for customers
- Get wheelchairs or other aids as required
- Thank customer for their patronage
- Arrange any take-away containers
- Where permitted, place corks back in unfinished wine bottles for easier transportation for customer
- Arrange toothpicks
- Remind customers to collect any bags, clothes and other personal items left on table, seat or floor
- Arrange balloons or gift packs or other children's gifts
- Help them with putting on coats and jackets
- Remind customer to collect change, credit card or receipt
- Escort the customers to the door.

**42. What are some examples of 'end of service' assistance?**

- Obtaining a taxi or other transport for guests
- Retrieving items that have been placed into safe keeping
- Offering umbrellas
- Accompanying guests to cars
- Making reservations on their behalf
- Directing them to their next destination, including shops, cultural, tourism or sporting areas of interest
- Offering a seat, paper or complimentary coffee while the weather clears.

**43. Why is it important to provide a proper farewell to customers?**

Answers will vary.

**44. What are common activities that take place at the end of the service session, in preparation for the next shift?**

- Clearing, cleaning, tidying, dismantling equipment, storing furniture and turning various items of equipment off
- Reading the registers/POS terminals and reconciling the takings as well as securing the takings and all relevant documentation
- Preparing the area for the next session by setting up for the next service – which may include ordering stock and stowing stock away as required ready for the next session
- Holding a debriefing session to review and evaluate the service session that has just been finalised
- Handing over the room to the next shift.

**45. What are the steps associated with handling linen at the end of a shift?**

- Collected. They are normally collected and placed in one location, central to all tables
- Sorted into different types of linen including:
  - Napkins
  - Table linen
  - Service cloths
  - Cleaning cloths
- Checked. As part of the sorting process any linen deemed to be damaged or requiring special cleaning will be identified
- Counted
- Separated
- Forwarded to the appropriate location.

**46. What are items that are normally replenished at the end of the shift?**

- Condiments and sauces
- Cutlery
- Crockery
- Glassware
- Linen
- Salt and pepper shakers
- Drinking straw containers
- Tooth pick containers
- Take away containers.

**47. What items can be recycled?**

- Paper – cardboard, newspapers and cardboard containers
- Plastic – soft drink, milk, juice and cordial bottles and packaging, bags
- Glass – bottles (clear, green and amber), jars and clear sauce bottles
- Steel cans – food cans and aerosol cans
- Aluminium – cans and foil
- Food waste – unusable waste scraps, trimmings and plate waste.

**48. Why is it important to maintain a clean and hygienic workplace?**

Answers will vary.

**49. What is normally discussed in a debrief session at the end of a shift?**

- Congratulate staff on work that has been well done during service
- Highlight and lead discussion on problems and issues that arose
- Provide the staff with feedback from their perspective of how the session went
- Review the quality of service delivery provided
- Encourage staff to identify issues of concern to them
- Present issues and details of what can be expected in the next session
- Thank staff for their efforts and contribution.

**50. What information needs to be addressed and passed on in a handover?**

- Status of the customer's orders and service
- Availability of beverage products and supplies
- Changes or alterations to the menu
- Any customer complaints
- Roles for incoming staff members
- Information about specific pieces of equipment or utensils
- Discussing financial transactions.



## Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Provide Food and Beverage Services D1.HBS.CL5.12
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare food and beverage environment for service</li> <li>b) Set tables</li> <li>c) Meet and greet guests</li> <li>d) Take food and beverage orders</li> <li>e) Serve food</li> <li>f) Serve drinks</li> <li>g) Present account to guest</li> <li>h) Provide departure services</li> <li>i) Conduct shut down activities</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

Did the candidate	Yes	No
<b>Element 1: Prepare food and beverage environment for service</b>		
Check requirements for the upcoming service session	<input type="checkbox"/>	<input type="checkbox"/>
Check cleanliness of the facility and conduct spot and makeup cleaning as required	<input type="checkbox"/>	<input type="checkbox"/>
Set up dining area for trading session	<input type="checkbox"/>	<input type="checkbox"/>
Process incoming reservations to the establishment	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Set tables</b>		
Match table setting to menu for the session	<input type="checkbox"/>	<input type="checkbox"/>
Set tables and dress where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Complete final inspection of room and table set ups	<input type="checkbox"/>	<input type="checkbox"/>
Identify and report recurring problems with set up to the appropriate person to prevent recurrence	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Meet and greet guests</b>		
Welcome guests on arrival	<input type="checkbox"/>	<input type="checkbox"/>
Seat guests at nominated or designated tables	<input type="checkbox"/>	<input type="checkbox"/>
Offer pre-meal services	<input type="checkbox"/>	<input type="checkbox"/>
Present menus and wine/drink lists	<input type="checkbox"/>	<input type="checkbox"/>
Provide service advice and information to guests	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 4: Take food and beverage orders</b>		
Take beverage orders and food orders	<input type="checkbox"/>	<input type="checkbox"/>
Sell menu items and drinks proactively	<input type="checkbox"/>	<input type="checkbox"/>
Recommend wines and drinks to accompany selected foods	<input type="checkbox"/>	<input type="checkbox"/>
Respond to guest queries regarding menu items and drink choices	<input type="checkbox"/>	<input type="checkbox"/>
Transfer orders to service and preparation points	<input type="checkbox"/>	<input type="checkbox"/>
Adjust settings/covers to reflect menu items selected	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with other staff regarding intended service delivery	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Prepare food and beverage environment for service</b>		
Serve bread rolls at table	<input type="checkbox"/>	<input type="checkbox"/>
Serve dishes as ordered by guests	<input type="checkbox"/>	<input type="checkbox"/>
Check guest satisfaction as part of service delivery	<input type="checkbox"/>	<input type="checkbox"/>
Take remedial action in the event of guest dissatisfaction	<input type="checkbox"/>	<input type="checkbox"/>
Clear table at appropriate times throughout meal and on completion of meal	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6: Set tables</b>		
Serve pre-dinner drinks to table	<input type="checkbox"/>	<input type="checkbox"/>
Serve wines to table	<input type="checkbox"/>	<input type="checkbox"/>
Serve after-meal drinks to table	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate timing of beverage service to match courses/menu items being served	<input type="checkbox"/>	<input type="checkbox"/>
Clear glasses and beverage items	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 7: Present account to guest</b>		
Compile guest account ready for presentation	<input type="checkbox"/>	<input type="checkbox"/>
Present account to guest	<input type="checkbox"/>	<input type="checkbox"/>
Accept payment for account	<input type="checkbox"/>	<input type="checkbox"/>
Process payment of account	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 8: Provide departure services</b>		
Assist guest in leaving table	<input type="checkbox"/>	<input type="checkbox"/>
Provide end-of-service assistance, as required	<input type="checkbox"/>	<input type="checkbox"/>
Farewell guests	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 9: Conduct shut down activities</b>		
Turn off electrical and service-related equipment, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Remove used linen items for laundering	<input type="checkbox"/>	<input type="checkbox"/>
Store, stock and replenish, where necessary, for next service session	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of waste	<input type="checkbox"/>	<input type="checkbox"/>
Clear and clean service area and service items	<input type="checkbox"/>	<input type="checkbox"/>
Conduct session de-briefing	<input type="checkbox"/>	<input type="checkbox"/>
Conduct handover to incoming shift, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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



# Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other Please specify: _____ Please do not complete the form if you are a relative, close friend or have a conflict of interest]		
<b>Unit of competency:</b>	Provide Food and Beverage Services D1.HBS.CL5.12		
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.			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response)</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
<b>Element 1: Prepare food and beverage environment for service</b>			
Check requirements for the upcoming service session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check cleanliness of the facility and conduct spot and makeup cleaning as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up dining area for trading session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process incoming reservations to the establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Set tables</b>			
Match table setting to menu for the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set tables and dress where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete final inspection of room and table set ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and report recurring problems with set up to the appropriate person to prevent recurrence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
<b>Element 3: Meet and greet guests</b>			
Welcome guests on arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seat guests at nominated or designated tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer pre-meal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present menus and wine/drink lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide service advice and information to guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Take food and beverage orders</b>			
Take beverage orders and food orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell menu items and drinks proactively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend wines and drinks to accompany selected foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to guest queries regarding menu items and drink choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer orders to service and preparation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust settings/covers to reflect menu items selected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with other staff regarding intended service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Prepare food and beverage environment for service</b>			
Serve bread rolls at table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve dishes as ordered by guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check guest satisfaction as part of service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take remedial action in the event of guest dissatisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear table at appropriate times throughout meal and on completion of meal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
<b>Element 6: Set tables</b>			
Serve pre-dinner drinks to table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve wines to table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve after-meal drinks to table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate timing of beverage service to match courses/menu items being served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear glasses and beverage items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 7: Present account to guest</b>			
Compile guest account ready for presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present account to guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept payment for account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process payment of account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 8: Provide departure services</b>			
Assist guest in leaving table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide end-of-service assistance, as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farewell guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
<b>Element 9: Conduct shut down activities</b>			
Turn off electrical and service-related equipment, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove used linen items for laundering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store, stock and replenish, where necessary, for next service session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and clean service area and service items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct session de-briefing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct handover to incoming shift, where appropriate	<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

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Provide Food and Beverage Services	D1.HBS.CL5.12
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Prepare food and beverage environment for service</b>						
Check requirements for the upcoming service session						
Check cleanliness of the facility and conduct spot and makeup cleaning as required						
Set up dining area for trading session						
Process incoming reservations to the establishment						
<b>Element 2: Set tables</b>						
Match table setting to menu for the session						
Set tables and dress where appropriate						
Complete final inspection of room and table set ups						
Identify and report recurring problems with set up to the appropriate person to prevent recurrence						

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
<b>Element 3: Meet and greet guests</b>						
Welcome guests on arrival						
Seat guests at nominated or designated tables						
Offer pre-meal services						
Present menus and wine/drink lists						
Provide service advice and information to guests						
<b>Element 4: Take food and beverage orders</b>						
Take beverage orders and food orders						
Sell menu items and drinks proactively						
Recommend wines and drinks to accompany selected foods						
Respond to guest queries regarding menu items and drink choices						
Transfer orders to service and preparation points						
Adjust settings/covers to reflect menu items selected						
Liaise with other staff regarding intended service delivery						

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
<b>Element 5: Serve food</b>						
Serve bread rolls at table						
Serve dishes as ordered by guests						
Check guest satisfaction as part of service delivery						
Take remedial action in the event of guest dissatisfaction						
Clear table at appropriate times throughout meal and on completion of meal						
<b>Element 6: Serve drinks</b>						
Serve pre-dinner drinks to table						
Serve wines to table						
Serve after-meal drinks to table						
Coordinate timing of beverage service to match courses/menu items being served						
Clear glasses and beverage items						



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
<b>Element 7: Present account to guest</b>						
Compile guest account ready for presentation						
Present account to guest						
Accept payment for account						
Process payment of account						
<b>Element 8: Provide departure services</b>						
Assist guest in leaving table						
Provide end-of-service assistance, as required						
Farewell guests						

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
<b>Element 9: Conduct shut down activities</b>						
Turn off electrical and service-related equipment, where appropriate						
Remove used linen items for laundering						
Store, stock and replenish, where necessary, for next service session						
Dispose of waste						
Clear and clean service area and service items						
Conduct session de-briefing						
Conduct handover to incoming shift, where appropriate						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 