



Provide silver service

D1.HBS.CL5.14

Assessor Manual



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Assessor Manual



William Angliss
Institute

Specialist centre
for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Provide silver service_Refined

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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 SILVER SERVICE		NOMINAL HOURS: 35
UNIT NUMBER: D1.HBS.CL5.14		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to prepare for, and provide, complete silver service in a fine dining environment		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare for silver service</p> <p>1.1 Identify the <i>range of menu items</i> that may be offered via silver service</p> <p>1.2 Identify the <i>equipment and utensils</i> used in the delivery of silver service</p> <p>1.3 Differentiate between full silver service and semi-silver service</p> <p>1.4 Ready the dining area for silver service</p> <p>1.5 Set tables to silver service standard</p> <p>Element 2: Liaise with other staff</p> <p>2.1 Work cooperatively with <i>other waiting staff</i> to deliver timely silver service</p> <p>2.2 <i>Coordinate with kitchen staff</i> to deliver timely silver service in accordance with identified guests needs and preferences</p> <p>2.3 Communicate with cashier to ensure correct charges are levied for silver service menu 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 food and beverage provision in dining outlets that offer fine dining within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Food and Beverage Service 2. Food Production <p><i>Range of menu items</i> may include:</p> <ul style="list-style-type: none"> • Appetisers, hors d'oeuvres and entrees, including pre-prepared and gueridon items • Soups • Main dishes created from a variety of raw materials, including but not limited to meats, chicken/poultry, seafood, pasta, vegetables, fruits and salads • Hot and cold dishes, including fruits and salads • Hot and cold desserts, including pre-prepared and gueridon items • Cheese platters 	

Element 3: Serve meals

- 3.1 *Adjust covers* in-line with the orders that have been taken
- 3.2 Select required silver service equipment and utensils to enable service of the orders that have been taken
- 3.3 *Collect and verify food items from kitchen* in accordance with the orders that have been taken
- 3.4 *Transport items from kitchen to table* and present to guests
- 3.5 *Serve food items* to guest
- 3.6 *Serve beverage items* to guests
- 3.7 *Communicate with guests* during and after the delivery of silver service to achieve a positive guest experience

- Signature, specialty dishes and specialist cuisines
 - Sauces, condiments, accompaniments and garnishes
 - Beverages including wine, tea and coffee service.
- Equipment and utensils* may include:
- White gloves, table linen and napkins/waiter's cloths, service cloths
 - Suitable crockery including use of under-liners
 - Silver service gear, such as spoon and fork, service spoons, fish knives, lifters
 - Service trays and platters, water and other jugs, sauce boats
 - Trolleys
 - Wine baskets, 'waiter's friend', candle, decanters and carafes
 - Items to remove table crumbs
 - Table decorations, bud vases, flower arrangements, display tables and other static displays.
- Other waiting staff* may include:
- Runners and busboys
 - Food waiters
 - Drink waiters and sommeliers
 - Dining room host/supervisor.
- Coordinate with kitchen staff* should include:
- Communication of individualisation of dishes to match guest preferences
 - Timing of service provision
 - Quantities required
 - Verifying availability of menu items and variations in dishes that can be accommodated.

Adjust covers may relate to:

- Changing existing table set up
- Adding items to existing table lay up
- Removing items from existing table lay up.

Collect and verify food items from kitchen should include:

- Verifying food presented by kitchen matches the order placed
- Visually confirming quality and quantity of food items
- Verifying service items provided by kitchen
- Checking temperature, presentation and balance of food items.

Transport items from kitchen to table may involve:

- Trolleys and platters
- Coordination with and use of other waiting staff.

Serve food items must include:

- Safety and hygiene considerations and requirements
- Appropriate timing of service delivery and coordination with other staff and services
- Portioning of food items during service
- Placement of items on dishes taking into account colour balance, cleanliness and neatness, equality of portion size between all dishes served
- Placement of dishes on table to ensure food items are in the correct position and dish logos are correctly positioned
- Use of silver service gear, such as spoon and fork, service spoons, lifters, fish knives, ladles, spoons and service cloths as appropriate to the menu items being served
- Provision of full silver service delivery and semi-silver service delivery

- Service of bread rolls, soup, entrees, main courses, vegetables, hot and cold desserts, cheeses, large items and soft/delicate items
 - Service of accompaniments, including sauces, garnishes, condiments, the use of sauce boats, mills and the coating of sliced meats and other items with sauces.
- Serve beverage items* must include:
- Adjusting glasses to suit the wine ordered
 - Appropriate timing of service delivery and coordination with other staff and services
 - Service of wine, including presentation of wine, uncorking of wine, decanting of wine and use of wine basket to pour wine
 - Service of tea and coffee, including liqueur/spirit coffees.
- Communicate with guests* must include:
- Use of appropriate interpersonal, communication and selling skills
 - Identification and resolution of food and beverage-related problems.
- Assessment Guide**
- The following skills and knowledge must be assessed as part of this unit:
- Safe and hygienic food handling practices
 - Personal hygiene and personal practices
 - Necessary pre-requisites for the provision of full and semi-silver service delivery
 - Advantages and limitations to full silver service
 - Practical ability to efficiently and effectively use silver service techniques to serve a nominated range of food and beverage items.
- Linkages To Other Units**
- Provide gueridon service
 - Comply with workplace hygiene procedures

- Provide a link between kitchen and service area
- Provide advice to patrons on food and beverage services
- Take food orders and provide courteous table service
- Develop and maintain food & beverage product knowledge.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to prepare the dining area, tables and equipment/utensils for silver service delivery
- Demonstrated ability to liaise and work cooperatively with other waiting and kitchen staff to enable effective and timely delivery of silver service for food and beverages
- Demonstrated ability to use silver service techniques to serve a range of nominated menu items which must include bread rolls, soup, entrées, main courses and vegetables, hot and cold desserts, salads, vegetables, cheeses, large items and soft/delicate items
- Demonstrated ability to use silver service techniques to serve a range of beverages which must include wine, tea, coffee and liqueur/spirit coffees.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace demonstration of silver service techniques for both food and beverage items, both hot and cold
- Application of safe food handling protocols
- Demonstration of suitable communication and inter-personal skills and techniques.

Resource Implications

Training and assessment must include the use of real food and beverages, equipment, trolleys, utensils, service gear, linen and other materials necessary to serve the nominated range of food and beverage items.

Assessment Methods

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

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Read menus and recipe cards; assemble ingredients for service
Communicating ideas and information	2	Take guest orders and provide advice on menu items; communicate orders and guest preferences to kitchen
Planning and organising activities	2	Prepare for silver service delivery; adjust covers
Working with others and in teams	3	Liaise with kitchen and other service staff to ensure timely service delivery
Using mathematical ideas and techniques	1	Determine portion control of items for service
Solving problems	2	Deal with guest requests and complaints; handle spills and accidents
Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide silver service D1.HBS.CL5.14
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. How does silver service differ from service provided in most establishments?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are different types of cutlery used in silver service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What needs to be set up when preparing coffee and tea facilities?	<input type="checkbox"/>	<input type="checkbox"/>
4. What steps are associated with setting a table for silver service?	<input type="checkbox"/>	<input type="checkbox"/>
5. Why is it important for waiting staff to communicate with each other?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What are different dietary needs or requirements that customers may have?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why is communication between waiting staff and the cashier important?	<input type="checkbox"/>	<input type="checkbox"/>
8. What is the process for adjusting cutlery?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Why is it important to prepare necessary silver service equipment and utensils before delivering food to a table?	<input type="checkbox"/>	<input type="checkbox"/>
10. Who is responsible for verifying food before it is sent to the table?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are key considerations when transporting food from the kitchen to customers?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe steps associated with serving food using silver service.	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe considerations when loading and carrying a drinks tray.	<input type="checkbox"/>	<input type="checkbox"/>
14. When is the appropriate time to offer additional beverages to customers?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide silver service – D1.HBS.CL5.14

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are the advantages and disadvantages of providing silver service?

2. What are different menu items served using silver service?

3. What type of linen is used in the provision of silver service?

4. What are examples of wine glassware and equipment used in silver service?

5. What is the difference between full-silver service and semi-silver service?

6. What is 'Gueridon service' and what are the benefits of this style of service?

7. What are set up activities associated with getting the dining room ready?

8. What are considerations when preparing ambiance?

9. What needs to be set up for a 'Table d'hôte' setting?

10. What are examples of 'Accoutrements' used to fit out and dress the tables?

11. Waiters need to communicate with other waiting staff. Provide examples of these staff members.

12. When do waiting staff provide 'assistance' to each other?

13. What are reasons for communication between waiting staff to kitchen staff?

14. Why is it important for staff to understand all items associated with a dish?

15. Who normally prepares the customer account in a restaurant?

16. What are the main reasons for waiters to communicate with cashier?

17. What are examples of adjusting glassware to suit beverage orders?

18. What are examples of 'service wear' that needs to be set up or arranged to reflect food orders?

19. When preparing necessary silver service equipment & utensils, where could these items be placed?

20. What are types of common silver service equipment and utensils used in service delivery?

21. Why is it important to verify and deliver food items in a timely manner?

22. What do you need to verify and check before taking food to a table?

23. What methods are used to transport food items to tables?

24. How can you avoid contaminating food whilst carrying plates to the table?

25. What are examples of safety and hygiene considerations and requirements that require attention when serving food?

26. What are considerations when placing food items onto customer plates?

27. Describe steps associated with serving wine to a customer.

28. What are common 'after meal' beverages?

29. What is the purpose of conducting 'The 3 minute check'?

30. What can you do if a customer is not happy with their meal, however wants to eat with others who have already been served their meals?



Answers to Written Questions

Provide silver service – D1.HBS.CL5.14

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 the advantages and disadvantages of providing silver service?

Advantages of silver service

There are many advantages for an organisation to offer an element of silver service:

- Provides a unique point of difference
- Promotes menu items to surrounding tables and therefore increased sales
- Involves the customer
- Provides higher level of entertainment
- Increases personalised service
- Increases interaction with the customer
- Allows customers to 'experience' the process
- Enables an establishment to charge premium prices
- Showcases skills of staff.

Disadvantages of silver service

Whilst there are many advantages of silver service, it also brings its own unique challenges including:

- Need for specialist equipment
- Staff need to be highly skilled
- Highly labour intensive
- Food and beverage condition may be compromised
- In the event of gueridon service, there is an increased safety risk as cooking is conducted in the dining environment, close to the customer
- Reduces space that can be used for more tables and chairs.

2. What are different menu items served using silver service?

Answers will be varied.

3. What type of linen is used in the provision of silver service?

- White gloves
- Table linen
- Table dressing or boxing linen
- Napkins
- Waiter's cloths

- Service cloths.

4. What are examples of wine glassware and equipment used in silver service?

- Wines and glasses
- Drink trays
- Waiter's friend
- Ice bucket
- Service cloth
- Carafes
- Decanting equipment
- Wine baskets.

5. What is the difference between full-silver service and semi-silver service?

Full silver service

Silver service is where food items are prepared and carved or separated into individual portions and placed on platters by kitchen staff. Then waiting staff use spoons and forks to serve food from service platters, and serve sauces to guests on an individual basis from a sauce boat.

Semi silver service

Semi-silver service is where the meals are plated and the sauces are 'silver served' or where the meat component of the dish is plated and served, and the vegetables are silver served.

6. What is 'Gueridon service' and what are the benefits of this style of service?

This is where food is prepared or cooked at the table and served using full silver service techniques.

The benefits of gueridon service are:

- Is a form of entertainment
- Is interactive
- Allows customers to see the cooking process
- Meals can be prepared to customer's exact specifications.

7. What are set up activities associated with getting the dining room ready?

Answers will vary.

8. What are considerations when preparing ambiance?

- Temperature
- Noise
- Lighting.

9. What needs to be set up for a 'Table d'hôte' setting?

The setting for this menu would be:

- Main course knife and fork
- Entrée knife and fork
- Dessert spoon and fork
- Side plate and knife
- Wine glass
- Napkin
- Centre pieces.

10. What are examples of 'Accoutrements' used to fit out and dress the tables?

- Candlesticks
- Candelabra
- Bud vases
- Overlays
- Floral arrangements
- Placemats.

11. Waiters need to communicate with other waiting staff. Provide examples of these staff members.

Other waiting staff may include:

- Runners and busboys
- Food waiters
- Drink waiters and sommelier
- Dining room host/supervisor.

12. When do waiting staff provide 'assistance' to each other?

- A large amount of customers arrive at one time
- Help bring out items for a table
- A large number of meals or drinks need to be delivered to a table
- A customer has a question or complaints which cannot be resolved by a staff member
- Customers require the bill.

13. What are reasons for communication between waiting staff to kitchen staff?

- Communicate orders
- Communicate special requests
- Communicate dietary or cultural requirements
- Notify when meals are ready.

14. Why is it important for staff to understand all items associated with a dish?

To ensure that not only all items are taken to customers, but customers can be told of ingredients and accompaniments.

15. Who normally prepares the customer account in a restaurant?

Cashier.

16. What are the main reasons for waiters to communicate with cashier?

Ensure:

- Guest account is created
- Correct items are added to account
- Correct prices are added updated
- Account is made ready for presentation
- Account is processed using accepted methods of payment
- Receipts are provided to customers
- Gratuities are allocated and paid to correct staff members.

17. What are examples of adjusting glassware to suit beverage orders?

- Adding water glasses and jugs
- Removing / adding all or some wine glasses
- Removing the set glasses and replacing them with champagne flutes where a sparkling wine is ordered.

18. What are examples of 'service wear' that needs to be set up or arranged to reflect food orders?

- Service platters
- Sauce boats
- Cake stands and knives
- Snail forks and tongs
- Lobster picks and crackers
- Soup tureen
- Gueridon equipment.

19. When preparing necessary silver service equipment and utensils, where could these items be placed?

- In the kitchen to be collected with dishes themselves
- At a nearby waiting station
- Placed on the table
- Placed on their person.

20. What are types of common silver service equipment and utensils used in service delivery?

- Service cloths
- Serving spoons, ladles and forks
- Serving trays and platters with their own service utensils
- Crockery in which to place silver served food
- Spare cutlery
- Plate underliners
- Sauce boats
- Carving knives
- Food lifters
- Tongs
- Service baskets
- Trolleys or bussing trays and stands
- Wine stands and buckets and waiter's friend
- Cake stand
- Tea and coffee accompaniments.

21. Why is it important to verify and deliver food items in a timely manner?

It is essential food items are picked up and delivered in a timely manner as:

- Hot food could go cold and spoil
- Cold food could lose its chill factor
- Risk of food contamination increases
- Customers have an unnecessary wait
- Room to place down newly prepared items becomes restricted.

22. What do you need to verify and check before taking food to a table?

- Correct food
- Correct temperature
- Correct requests
- Clean plate
- Service cutlery
- Garnishes and condiments
- Correct side dishes
- All meals to the table are taken at the same time.

23. What methods are used to transport food items to tables?

- Carrying plates to a table
- Trolleys
- Platters
- Carving stations
- Presentation trolleys
- Large service bussing trays.

24. How can you avoid contaminating food whilst carrying plates to the table?

- You don't put your fingers onto food
- You don't place your fingers around the top of glasses
- Ensure long hair is appropriately tied back or controlled.

25. What are examples of safety and hygiene considerations and requirements that require attention when serving food?

- Ensuring hands and all service equipment and utensils are clean
- Any surface that is hot or generates heat is kept out of reach of customers or that customers are notified of heat
- Sharp carving items and surfaces are secure
- Carving is done in a safe manner
- Service platters are not made too heavy or placed in locations that can bump customers, especially their heads (which is a common risk when serving from large platters)
- Ensure items such as sauces are not spilled on customers.

26. What are considerations when placing food items onto customer plates?

When placing items on a plate waiting staff must take into consideration:

- Colour balance
- Cleanliness
- Neatness
- Equality of portion size between all dishes served
- Dish logos are correctly positioned.

27. Describe steps associated with serving wine to a customer.

Answers will be varied.

28. What are common 'after meal' beverages?

- Specialist coffees
- Cognac
- Armagnac
- Calvados
- Liqueurs
- Port.

29. What is the purpose of conducting 'The 3 minute check'?

- Ensure meals are alright
- Replenish condiments
- Providing additional items
- Clear unused items.

30. What can you do if a customer is not happy with their meal, however wants to eat with others who have already been served their meals?

Answers will be varied.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide silver service D1.HBS.CL5.14
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) Prepare for silver service b) Liaise with other staff c) Plan and deliver event catering 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: Prepare for silver service		
Identify the range of menu items that may be offered via silver service	<input type="checkbox"/>	<input type="checkbox"/>
Identify the equipment and utensils used in the delivery of silver service	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate between full silver service and semi-silver service	<input type="checkbox"/>	<input type="checkbox"/>
Ready the dining area for silver service	<input type="checkbox"/>	<input type="checkbox"/>
Set tables to silver service standard	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Liaise with other staff		
Work cooperatively with other waiting staff to deliver timely silver service	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with kitchen staff to deliver timely silver service in accordance with identified guests needs and preferences	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with cashier to ensure correct charges are levied for silver service menu items	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Serve meals		
Adjust covers in-line with the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>
Select required silver service equipment and utensils to enable service of the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>
Collect and verify food items from kitchen in accordance with the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>
Transport items from kitchen to table and present to guests	<input type="checkbox"/>	<input type="checkbox"/>
Serve food items to guest	<input type="checkbox"/>	<input type="checkbox"/>
Serve beverage items to guests	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with guests during and after the delivery of silver service to achieve a positive guest experience	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<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 silver service D1.HBS.CL5.14		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Element 1: Prepare for silver service			
Identify the range of menu items that may be offered via silver service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the equipment and utensils used in the delivery of silver service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate between full silver service and semi-silver service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready the dining area for silver service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set tables to silver service standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Liaise with other staff			
Work cooperatively with other waiting staff to deliver timely silver service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with kitchen staff to deliver timely silver service in accordance with identified guests needs and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with cashier to ensure correct charges are levied for silver service menu items	<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
Element 3: Serve meals			
Adjust covers in-line with the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select required silver service equipment and utensils to enable service of the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect and verify food items from kitchen in accordance with the orders that have been taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transport items from kitchen to table and present to guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve food items to guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve beverage items to guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with guests during and after the delivery of silver service to achieve a positive guest experience	<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 silver service	D1.HBS.CL5.14
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: Prepare for silver service						
Identify the range of menu items that may be offered via silver service						
Identify the equipment and utensils used in the delivery of silver service						
Differentiate between full silver service and semi-silver service						
Ready the dining area for silver service						
Set tables to silver service standard						
Element 2: Liaise with other staff						
Work cooperatively with other waiting staff to deliver timely silver service						
Coordinate with kitchen staff to deliver timely silver service in accordance with identified guests needs and preferences						
Communicate with cashier to ensure correct charges are levied for silver service menu 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
Element 3: Serve meals						
Adjust covers in-line with the orders that have been taken						
Select required silver service equipment and utensils to enable service of the orders that have been taken						
Collect and verify food items from kitchen in accordance with the orders that have been taken						
Transport items from kitchen to table and present to guests						
Serve food items to guest						
Serve beverage items to guests						
Communicate with guests during and after the delivery of silver service to achieve a positive guest experience						
Candidate signature			Date			
Assessor signature			Date			

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