



# Take food orders and provide table service



D1.HBS.CL5.16



Assessor Manual





# **Take food orders and provide table service**

**D1.HBS.CL5.16**

**Assessor Manual**



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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:</b> TAKE FOOD ORDERS AND PROVIDE TABLE SERVICE		<b>NOMINAL HOURS:</b> 80
<b>UNIT NUMBER:</b> D1.HBS.CL5.16		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to take food orders and provide table service in a range of settings within the food and beverage service labour division of the hotel and travel industries		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare food and/or food and beverage outlet for service</b></p> <p><b>1.1</b> Check food service area and customer facilities for cleanliness prior to service, in accordance with enterprise procedures, and where required, take corrective action/s</p> <p><b>1.2</b> Check and prepare <i>equipment</i> for service</p> <p><b>1.3</b> Check cleanliness and condition of tables and all <i>table items</i>, prior to service and take necessary corrective action</p> <p><b>Element 2: Take and process orders</b></p> <p><b>2.1</b> Provide a helpful and attentive approach to customers</p> <p><b>2.2</b> Take and <i>record orders</i> accurately and legibly</p> <p><b>2.3</b> <i>Convey orders</i> promptly to the kitchen and/or bar</p> <p><b>2.4</b> Give customers advice on <i>product</i> selections, if required</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 all industry sectors that seek to take food orders and provide table service in a range of food and beverage outlets within the food and beverage service labour division of the hotel and travel industries</p> <p>1. Food and Beverage Service</p> <p><i>Food and/or food and beverage outlet may relate to:</i></p> <ul style="list-style-type: none"> <li>• Café</li> <li>• Bistro</li> <li>• Bar</li> <li>• Cafeteria</li> <li>• Canteen</li> <li>• Kiosk</li> <li>• Coffee shop</li> <li>• Fast food shop</li> <li>• Function room/s.</li> </ul>	

**Element 3: Prepare and pack take away food and beverages**

- 3.1** Present and pack food and beverage items in accordance with enterprise procedures and relevant health regulations
- 3.2** Apply *safe food handling practices* in accordance with enterprise procedures and relevant health regulations
- 3.3** Dispose of spoiled products in accordance with enterprise procedures and relevant health regulations
- 3.4** Comply with correct food handling and food safety procedures

**Element 4: Provide table service**

- 4.1** Receive customer orders
- 4.2** Check product and/or brand preferences with customer in a courteous manner
- 4.3** Provide clear and helpful *recommendations or information* to customers on selection of food or drinks, if required
- 4.4** Serve food and drink according to enterprise requirements and *personal hygiene standards*

*Equipment* may include:

- Cash register
- Refrigeration equipment
- Cooking equipment
- Microwave
- Kitchen utensils
- Bain-marie

Coffee machines. *Table items* may include:

- Sauces
- Mustards
- Napkins
- Salt and pepper shakers
- Menus
- Cutlery
- Crockery
- Glassware
- Cruets.

*Record orders* may relate to:

- Written orders
- Verbal orders
- Electronic equipment to record orders.

<p><b>Element 5: Store and handle foods safely</b></p> <p><b>5.1</b> Comply with personal hygiene standards</p> <p><b>5.2</b> Handle food according to food safety program</p> <p><b>5.3</b> Maintain the workplace in a clean and tidy order</p> <p><b>5.4</b> Comply with workplace measures to prevent pests entering the premises</p> <p><b>5.5</b> Identify and report indicators of pest presence</p> <p><b>Element 6: Handle payment and carry out cash control procedures</b></p> <p><b>6.1</b> Receive and accurately check cash float</p> <p><b>6.2</b> Open and close cash register using manufacturer specifications</p> <p><b>6.3</b> Use cash register according to standard enterprise procedures</p> <p><b>6.4</b> Issue receipts according to standard enterprise procedures</p> <p><b>6.5</b> Carry out reconciliation of takings accurately and report errors to supervisor</p> <p><b>Element 7: Close down food service area</b></p> <p><b>7.1</b> Store and/or prepare equipment for the next service, in accordance with enterprise procedures</p>	<p><i>Convey orders may include</i></p> <ul style="list-style-type: none"> <li>• Orders for food</li> <li>• Orders for beverages</li> <li>• Take away orders</li> <li>• Ingredients</li> </ul> <p><i>Cooking Product may include:</i></p> <ul style="list-style-type: none"> <li>• Fresh food items</li> <li>• Pre-packed food items</li> <li>• Beverages</li> <li>• Sandwiches</li> <li>• Pies</li> <li>• Snack food</li> <li>• Cakes</li> <li>• Dish of the day</li> <li>• Blackboard menu methods.</li> </ul> <p><i>Safe food handling practices may include:</i></p> <ul style="list-style-type: none"> <li>• Cleaning, sanitising</li> <li>• Taking and recording food temperatures</li> <li>• Monitoring self-service food bars</li> <li>• Monitoring and recording temperature of cool rooms and bain-maries</li> <li>• Protecting foods from contamination</li> <li>• Covering foods</li> </ul>
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- 7.2** Clear, clean or dismantle area in accordance with enterprise procedures and safety requirements
- 7.3** Set up area correctly for the next service, in accordance with enterprise procedures and requirements
- 7.4** Review and evaluate services with colleagues, where appropriate, identifying possible improvements
- 7.5** Provide handover to incoming colleagues and share any relevant information

- Using appropriate utensils
- No bare hand contact.

*Recommendations or information may include:*

- Price
- Special promotions
- Ingredients
- Relative strength
- Suitable alternatives
- Flavours
- Value for money.

*Personal hygiene standards may include:*

- Reporting health conditions and/or illness
- Wearing appropriate clothing and footwear.

#### **Assessment Guide**

Assessment must confirm knowledge and skills:

- Knowledge of the relevant food handling laws
- Knowledge of hygiene issues of specific relevance to food and beverage service
- Ability to perform typical food ordering and use table service equipment
- Knowledge of a variety of food and beverage products
- Ability to apply preparation and serving techniques for a range of standard food and drink.

**Linkages To Other Units**

- Apply standard safety procedures for handling foodstuffs
- Comply with workplace hygiene procedures
- Process a financial sale transaction
- Work effectively with colleagues and customers.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated ability to take food and/or food and beverage orders
- Demonstrated ability to set up and operate food and/or food and beverage service area of outlet
- Demonstrated ability to offer customers assistance appropriate to situation and level of responsibility
- Demonstrated ability to prepare and serve drinks in accordance with enterprise procedures and accepted timelines
- Demonstrated ability to process financial transactions
- Demonstrated ability to maintain workplace records and in particular those records relating to food safety and cash transactions
- Demonstrated ability to handle food and beverage products in accordance with enterprise and/or legal requirements e.g. responsible service of alcohol (RSA), food safety.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration of the ability to take food and/or food and beverage orders and provide table service either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area, job role and area of responsibility
- Assessment must include project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations that require the candidate to take food and/or food and beverage orders and provide table service.

**Resource Implications**

Training and assessment to include access to a real or food and beverage outlet; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective work practices such as the food safety program of the enterprise.

**Assessment Methods**

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

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

<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	Take food and/or beverage orders
Communicating ideas and information	2	Use positive communication and customer service skills to provide table service to customers
Planning and organising activities	2	Undertake dining area set up prior to service
Working with others and in teams	2	Share relevant information to staff when handover to incoming staff is executed
Using mathematical ideas and techniques	2	Complete financial transactions
Solving problems	2	Identify the presence of pests and eradicate same
Using technology	1	Use cash register and/or electronic terminals



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Take food orders and provide table service D1.HBS.CL5.16
<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. What aspects of the food service area and customer facilities would you check for cleanliness prior to service?	<input type="checkbox"/>	<input type="checkbox"/>
2. What aspects of equipment would you check and prepare for service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How can you check cleanliness and condition of tables and all table items prior to service?	<input type="checkbox"/>	<input type="checkbox"/>
4. How can you provide helpful and attentive service to customers?	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the steps associated with taking and recording orders accurately and legibly.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What information in relation to orders would you need to convey to the kitchen and/or bar?	<input type="checkbox"/>	<input type="checkbox"/>
7. When is it appropriate to give customers advice on product selections?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are some considerations when presenting and packing food and beverage items for take away service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What are some safe food handling practices that an attendant should implement?	<input type="checkbox"/>	<input type="checkbox"/>
10. How can you dispose of spoiled products safely and hygienically?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are examples of correct food handling and food safety procedures?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What information would you gather when receiving customer orders?	<input type="checkbox"/>	<input type="checkbox"/>
13. Why is it important to check product and/or brand preferences with customer?	<input type="checkbox"/>	<input type="checkbox"/>
14. What are some examples of clear and helpful recommendations or information attendants can give to customers on selection of food or drinks?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Explain how to serve food and drink according to enterprise requirements and personal hygiene standards.	<input type="checkbox"/>	<input type="checkbox"/>
16. What are personal hygiene standards that food and beverage attendants must adhere to?	<input type="checkbox"/>	<input type="checkbox"/>
17. What would be included in a food safety program?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. How can you maintain the workplace in a clean and tidy order?	<input type="checkbox"/>	<input type="checkbox"/>
19. What actions can be taken to prevent pests entering the premises?	<input type="checkbox"/>	<input type="checkbox"/>
20. How can you identify and report indicators of pest presence?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Why is it important to receive and accurately check cash float?	<input type="checkbox"/>	<input type="checkbox"/>
22. What are some guidelines when using cash registers?	<input type="checkbox"/>	<input type="checkbox"/>
23. What information is recorded in a cash register?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. Why is it important to issue receipts that are easy to understand and accurate?	<input type="checkbox"/>	<input type="checkbox"/>
25. Explain some steps associated with carrying out reconciliation of takings accurately.	<input type="checkbox"/>	<input type="checkbox"/>
26. What are examples of equipment that need to be stored or prepared for the next service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. What would you need to clear, clean or dismantle at the end of the shift?	<input type="checkbox"/>	<input type="checkbox"/>
28. What activities would you need to perform when setting up area correctly for the next service?	<input type="checkbox"/>	<input type="checkbox"/>
29. Why is it important to review and evaluate services with colleagues, at the end of a shift?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
30. What information would you provide to incoming colleagues during a handover?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Take food orders and provide table service – D1.HBS.CL5.16

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

Answer all the following questions and submit to your Trainer.

1. What are some areas you would check for cleanliness in the actual restaurant before the start of a shift?

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2. What are some items you would need to set up when preparing a waiter's station?

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3. What is included in a 'à la carte' cover setting?

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4. What are steps associated with greeting and seating guests when they arrive at an establishment?

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5. What are guidelines for taking the order?

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6. What information may need to be relayed to kitchen or bar staff in relation to an order?

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7. What are some common customer enquiries in relation to the menu that need to be explained by waiters?

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8. The Temperature Danger Zone is classified as between 5 and 60 degrees Celsius. How can you keep hot food above this temperature and cold food below this temperature?

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9. What is a 'sneeze guard' and what is it used?

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10. When should displayed food be disposed of as it may be contaminated?

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11. What are some legal requirements that staff must follow when handling food safely?

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12. What is the process for adjusting covers?

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13. What is a 'pour/house' brand when referring to alcoholic beverages?

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14. When recommending food to a customer, what might be recommended?

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15. When collecting beverages from a bar to deliver to a table, what should be visually checked by staff?

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16. How can you ensure your personal hygiene meets required standards?

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17. What are the basics in relation to dealing safely with leftover foods?

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18. What are some ways to maintain a clean and tidy workplace?

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19. What are some common causes of contamination due to poor cleaning of the work area?

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20. How can you visually identify that vermin is present in the workplace?

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21. What are some items to prepare in a cash register area?

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22. How can you secure money and documentation during trade, using a cash register?

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23. What are the common activities a cashier would perform?

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24. What steps need to be followed when accepting cash payment?

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25. What is the difference between an 'X' and 'Y' reading on a cash register?

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26. What equipment and other items need to be cleared and cleaned at the end of a shift?

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27. When checking the restroom facilities at the end of a shift, what would you need to check?

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28. What would you need to prepare the previous night, when setting up for a breakfast shift?

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29. What is some information that a manager may communicate with staff at a debriefing session?

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30. What information would be shared at a handover?

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# Answers to Written Questions

## Take food orders and provide table service – D1.HBS.CL5.16

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 some areas you would check for cleanliness in the actual restaurant before the start of a shift?**

Areas to check for cleanliness may include:

- 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.

**2. What are some items you would need to set up when preparing a waiter's station?**

- Menus and wine lists
- All main types of cutlery – usually held in drawers
- Service plates, cups and saucers
- Napkins
- Service trays
- Salt and pepper shakers
- Sugar bowls
- Docket books and pen – or electronic equivalents
- Toothpicks
- Condiments – sauces, Tabasco, mustard, extra butter
- Spare glassware.

**3. What is included in a 'à la carte' cover setting?**

This type of cover usually consists of:

- Main course knife
- Main course fork
- Side plate

- Side knife
- Wine glass
- Napkin
- Centre pieces – salt and pepper shakers, table numbers, vases or tent cards.

**4. What are steps associated with greeting and seating guests when they arrive at an establishment?**

Greeting and seating guests

- 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 if this is standard house policy, or if guests request they are
- Show guests to their table, while walking at a rate that would be comfortable for the guests to keep up with. It may be appropriate to engage them in some form of light conversation while doing this
- At the table, pull out one chair to signal to the guests that they are free to claim a seat and sit. Assist guests with being seated, and pushing in chairs.

**5. What are guidelines for taking the order?**

There are a number of rules you should try to follow when taking and recording an order:

- Be aware of signs given by the guests that they are ready to order
- Ensure all orders are recorded accurately and legibly
- Orders should be taken with minimal disruption and interruption to guests
- Recommendations or suggestions are made to the customers to assist them with drink and meal selections
- Service staff should always take the guest's order from the right
- Guest should be numbered
- Leave adequate space on handwritten food docket, between the entrées and mains, to clearly define the break in the order
- Repeat the order to the guest to ensure you have got it right. Always ask for clarification if unsure of a particular order.

**6. What information may need to be relayed to kitchen or bar staff in relation to an order?**

Information that may need to be relayed involves:

- Timing issues
- Coordination 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.

**7. What are some common customer enquiries in relation to the menu that need to be explained by waiters?**

- Dish ingredients
- Cooking/preparation time
- MSG and flavourings
- Serving sizes
- Freshness of ingredients (seafood)
- Cooking styles
- Meat or meat stocks
- Menu and cookery terminology
- Side dishes
- Calorie/fat content.

**8. The Temperature Danger Zone is classified as between 5 and 60 degrees Celsius. How can you keep hot food above this temperature and cold food below this temperature?**

Hot food can be kept in:

- Hot boxes
- Bain-maries
- Pots and pans
- Heat lamps
- Hot plates
- Steamers
- Heated display ovens.

Cold food can be kept in:

- Fridges
- Freezers
- Ice and dry ice.

**9. What is a 'sneeze guard' and what is its use?**

Sneeze guards are protective barriers which can be glass or plastic that protect food; commonly displayed on buffets.

Sneeze guards are designed to stop germs, dust and other hygienic risks from falling on the food. However they must also be clean to enable customers to see the food.

**10. When should displayed food be disposed of as it may be contaminated?**

- After 30 minutes
- Food that has dried out or developed a crust
- Food that has sweated or thawed
- Food that has changed colour or consistency
- Customers have touched, sneezed or coughed directly onto food
- Customers have tasted food
- Food has dropped on the floor
- Food items have been mixed together at the buffet or display table.

**11. What are some legal requirements that staff must follow when handling food safely?**

- All personal hygiene practices are followed when handling food at any time
- Display units must be kept clean and cleaned after every service session
- Food items are not topped-up when they run low
- Display units are used only to hold cold or hot food at the required temperatures
- Hot food should be held at 60°C or above
- Refrigerated foods should be held at 5°C or below
- Any food that is not held outside the Temperature Danger Zone must only spend 4 hours in that Zone. It must be thrown out when it has been in the Temperature Danger Zone for 4 hours
- Separate utensils (tongs, spatulas, spoons, forks etc.) should be used to handle different foods in the display
- Any doors on the display units must be kept closed.

**12. What is the process for adjusting covers?**

The process requires you to:

- Identify what needs to be removed from each cover
- Identify what needs to be added to each cover
- Obtain the necessary cutlery – which should be stored in your waiter's station
- Load them onto a clothed service plate – ready for carrying to the table
- Carry the clothed plate with all the required cutlery to the table

- On arrival at the table, begin adjusting the cutlery by starting at the Number One guest, working clockwise around the table. Change the knife first, then the fork, and don't forget to place the cutlery down on the table so that it is parallel with all others
- The knives should be removed or replaced from the right-hand side of the guest, and the forks from their left-hand side. Never place cutlery by leaning across in front of a guest
- Always handle cutlery by the handles.

**13. What is a 'pour/house' brand when referring to alcoholic beverages?**

- A 'pour' brand, sometimes referred to as a 'house' brand, is the brand of beverage that will be poured if someone doesn't specify a brand name.

**14. When recommending food to a customer, what might be recommended?**

- Recommending what it is you like – this may not suit them or be to their liking
- Recommending what is popular – they may not like this style of dish
- Recommending whatever it is that the kitchen have asked you to push – again, this may not suit them
- Asking some questions first to determine whether they are after a big meal or a snack, whether they like chicken, meat or pasta, whether they prefer plain food or dishes with sauces and added flavour and then recommend an appropriate dish.

**15. When collecting beverages from a bar to deliver to a table, what should be visually checked by staff?**

- They are what was ordered
- Correct number have been supplied
- They are suitably presented
- The correct glassware is used
- Garnishes are appropriate
- Glasses aren't overflowing such that they will drip down the front of guests' clothes when being consumed.

**16. How can you ensure your personal hygiene meets required standards?**

- Take daily showers
- Wear clean clothes daily
- Have clean and neat hair
- Have short, clean finger nails
- Clean your teeth regularly and ensure they are in good condition
- Keep any open cuts or wounds covered while at work by using a waterproof cover over a bandage
- Do not smoke near food and beverage preparation areas
- Wash hands on a regular basis.

**17. What are the basics in relation to dealing safely with leftover foods?**

- No high risk foods can be re-used if they have spent 4 hours or more in the temperature Danger Zone (5°C - 60°C). High risk foods are foods that are high in protein and include all meats, poultry, seafood and dairy products
- Foods that are left over must be covered, labelled and refrigerated – and kept refrigerated until next required for service
- Leftover food should be used first at the next service session – stock rotation is important
- Leftover food that is to be served hot should be re-heated prior to service to 75°C for one minute
- Where any doubt exists about the safety of the food that is left over, it should be discarded.

**18. What are some ways to maintain a clean and tidy workplace?**

- Regularly clean and maintain the premises
- Control pests and vermin
- Implement a daily cleaning schedule
- Maintain and clean equipment (making sure any equipment used for storing or holding hot or cold food is kept at the required temperature)
- Maintain food or beverage preparation and service areas at the highest standard of hygiene
- Follow correct food storage procedures
- Follow correct garbage removal procedures
- Follow your workplace 'no smoking' requirements
- Do not smoke in food preparation and storage areas.

**19. What are some common causes of contamination due to poor cleaning of the work area?**

- Cleaning with dirty cloths
- Cleaning with inappropriate cleaning agents
- Cleaning method not appropriate
- Not all surfaces are cleaned properly.

**20. How can you visually identify that vermin is present in the workplace?**

Common signs that vermin are present include:

- Visual sighting of creatures
- Sighting of droppings
- Bite marks or holes in food and beverage items or packages.

**21. What are some items to prepare in a cash register area?**

- Cash register paper
- Pens
- Receipt paper
- Account folders
- Ink cartridge
- Plastic coin bags
- Sweets or other gifts normally presented with accounts to customers
- Rubbish bins
- Spare paper
- Calculator
- Currency exchange sheet, if foreign currency is permitted to be used for settlement of transactions.

**22. How can you secure money and documentation during trade, using a cash register?**

- Try not to share cash registers.
- Never leave a cash register open when unattended
- Keep cash registers out of the reach of customers
- Lock cash registers when not in use
- Keep the original note on display whilst a transaction is taking place.
- Regularly store large notes under the cash till, out of display of customers
- Regularly arrange for cash registers to be cleared.

**23. What are the common activities a cashier would perform?**

- Review supporting dockets received
- Post charges (see below) promptly
- Update the account balance
- Produce the final account/bill when requested by waiting staff or customer
- Present account to guest/staff according to workplace policy
- Settle payment
- Issue receipts
- Reconcile takings.

**24. What steps need to be followed when accepting cash payment?**

When the customer offers cash to settle an account the following will apply:

- Verify the amount tendered will cover the total of the account

- Thank customer
- Place cash on register shelf. Do not put money into cash register drawer at this point
- Register the sale (account total) – this should automatically produce a receipt
- Calculate change and remove change and receipt from register
- Give change and receipt to customer – count the change out to the customer
- When customer has accepted their change without query, remove tendered cash from register shelf and place into register drawer.

**25. What is the difference between an 'X' and 'Y' reading on a cash register?**

- An 'X' reading provides a reading/report on all the financial transactions processed through the cash register/terminal during the shift or day
- A 'Z' reading provides a final report on all the financial transactions that have been processed through the register/terminal during the shift or day, and this reading also clears the register's memory of those transactions, leaving the register ready for the next day's/shift's transactions.

**26. What equipment and other items need to be cleared and cleaned at the end of a shift?**

Equipment and other items that may require such attention include:

- Coffee machines
- Tea making facilities
- Bain-maries
- Toasters
- Menus and wine lists
- Condiments and sauces
- Cutlery
- Crockery
- Glassware
- Linen.

**27. When checking the restroom facilities at the end of a shift, what would you need to check?**

- Checking to make no patrons remain in these areas after the premises have closed
- Checking to see if any items have been left there
- Checking to identify damage or cleaning needs that demand immediate action
- Replenishment of toilet supplies, as appropriate.

**28. What would you need to prepare the previous night, when setting up for a breakfast shift?**

- Re-lay all tables and set covers for a breakfast menu
- Place breakfast menus on tables or at other designated locations in the room
- Place sealed portion-control condiments (such as sugar, jam and honey) onto service areas or customer tables
- Set up the breakfast buffet with the appropriate equipment, displays and non-perishable food items such as cereals etc.
- Re-stock refrigerated and non-refrigerated items that will be needed to service the breakfast menu.

**29. What is some information that a manager may communicate with staff at a debriefing session?**

- 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.

**30. What information would be shared at a handover?**

Information that may need to be addressed and passed on could include:

- 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>	Take food orders and provide table service D1.HBS.CL5.16
<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/or food and beverage outlet for service</li> <li>b) Take and process orders</li> <li>c) Prepare and pack take away food and beverages</li> <li>d) Provide table service</li> <li>e) Store and handle foods safely</li> <li>f) Handle payment and carry out cash control procedures</li> <li>g) Close down food service area</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>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Prepare food and/or food and beverage outlet for service</b>		
Check food service area and customer facilities for cleanliness prior to service, in accordance with enterprise procedures, and where required, take corrective action/s	<input type="checkbox"/>	<input type="checkbox"/>
Check and prepare equipment for service	<input type="checkbox"/>	<input type="checkbox"/>
Check cleanliness and condition of tables and all table items, prior to service and take necessary corrective action	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 2: Take and process orders</b>		
Provide a helpful and attentive approach to customers	<input type="checkbox"/>	<input type="checkbox"/>
Take and record orders accurately and legibly	<input type="checkbox"/>	<input type="checkbox"/>
Convey orders promptly to the kitchen and/or bar	<input type="checkbox"/>	<input type="checkbox"/>
Give customers advice on product selections, if required	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Prepare and pack take away food and beverages</b>		
Present and pack food and beverage items in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>
Apply safe food handling practices in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of spoiled products in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>
Comply with correct food handling and food safety procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Provide table service</b>		
Receive customer orders	<input type="checkbox"/>	<input type="checkbox"/>
Check product and/or brand preferences with customer in a courteous manner	<input type="checkbox"/>	<input type="checkbox"/>
Provide clear and helpful recommendations or information to customers on selection of food or drinks, if required	<input type="checkbox"/>	<input type="checkbox"/>
Serve food and drink according to enterprise requirements and personal hygiene standards	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Store and handle foods safely</b>		
Comply with personal hygiene standards	<input type="checkbox"/>	<input type="checkbox"/>
Handle food according to food safety program	<input type="checkbox"/>	<input type="checkbox"/>
Maintain the workplace in a clean and tidy order	<input type="checkbox"/>	<input type="checkbox"/>
Comply with workplace measures to prevent pests entering the premises	<input type="checkbox"/>	<input type="checkbox"/>
Identify and report indicators of pest presence	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 6: Handle payment and carry out cash control procedures</b>		
Receive and accurately check cash float	<input type="checkbox"/>	<input type="checkbox"/>
Open and close cash register using manufacturer specifications	<input type="checkbox"/>	<input type="checkbox"/>
Use cash register according to standard enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Issue receipts according to standard enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Carry out reconciliation of takings accurately and report errors to supervisor	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 7: Close down food service area</b>		
Store and/or prepare equipment for the next service, in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Clear, clean or dismantle area in accordance with enterprise procedures and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>
Set up area correctly for the next service, in accordance with enterprise procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate services with colleagues, where appropriate, identifying possible improvements	<input type="checkbox"/>	<input type="checkbox"/>
Provide handover to incoming colleagues and share any relevant information	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

<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>	Take food orders and provide table serviceD1.HBS.CL5.16		
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/or food and beverage outlet for service</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check food service area and customer facilities for cleanliness prior to service, in accordance with enterprise procedures, and where required, take corrective action/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check and prepare equipment for service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check cleanliness and condition of tables and all table items, prior to service and take necessary corrective action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Take and process orders</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a helpful and attentive approach to customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take and record orders accurately and legibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convey orders promptly to the kitchen and/or bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give customers advice on product selections, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Prepare and pack take away food and beverages</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present and pack food and beverage items in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Apply safe food handling practices in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of spoiled products in accordance with enterprise procedures and relevant health regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comply with correct food handling and food safety procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Provide table service</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive customer orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check product and/or brand preferences with customer in a courteous manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide clear and helpful recommendations or information to customers on selection of food or drinks, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve food and drink according to enterprise requirements and personal hygiene standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Store and handle foods safely</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comply with personal hygiene standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handle food according to food safety program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain the workplace in a clean and tidy order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comply with workplace measures to prevent pests entering the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and report indicators of pest presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6: Handle payment and carry out cash control procedures</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive and accurately check cash float	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open and close cash register using manufacturer specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use cash register according to standard enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issue receipts according to standard enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out reconciliation of takings accurately and report errors to supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 7: Close down food service area</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store and/or prepare equipment for the next service, in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear, clean or dismantle area in accordance with enterprise procedures and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up area correctly for the next service, in accordance with enterprise procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate services with colleagues, where appropriate, identifying possible improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide handover to incoming colleagues and share any relevant information	<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>	Take food orders and provide table service	D1.HBS.CL5.16
<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/or food and beverage outlet for service</b>						
Check food service area and customer facilities for cleanliness prior to service, in accordance with enterprise procedures, and where required, take corrective action/s						
Check and prepare equipment for service						
Check cleanliness and condition of tables and all table items, prior to service and take necessary corrective action						
<b>Element 2: Take and process orders</b>						
Provide a helpful and attentive approach to customers						
Take and record orders accurately and legibly						
Convey orders promptly to the kitchen and/or bar						
Give customers advice on product selections, if required						

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: Prepare and pack take away food and beverages</b>						
Present and pack food and beverage items in accordance with enterprise procedures and relevant health regulations						
Apply safe food handling practices in accordance with enterprise procedures and relevant health regulations						
Dispose of spoiled products in accordance with enterprise procedures and relevant health regulations						
Comply with correct food handling and food safety procedures						
<b>Element 4: Provide table service</b>						
Receive customer orders						
Check product and/or brand preferences with customer in a courteous manner						
Provide clear and helpful recommendations or information to customers on selection of food or drinks, if required						
Serve food and drink according to enterprise requirements and personal hygiene standards						

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: Store and handle foods safely</b>						
Comply with personal hygiene standards						
Handle food according to food safety program						
Maintain the workplace in a clean and tidy order						
Comply with workplace measures to prevent pests entering the premises						
Identify and report indicators of pest presence						
<b>Element 6: Handle payment and carry out cash control procedures</b>						
Receive and accurately check cash float						
Open and close cash register using manufacturer specifications						
Use cash register according to standard enterprise procedures						

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
Issue receipts according to standard enterprise procedures						
Carry out reconciliation of takings accurately and report errors to supervisor						
<b>Element 7: Close down food service area</b>						
Store and/or prepare equipment for the next service, in accordance with enterprise procedures						
Clear, clean or dismantle area in accordance with enterprise procedures and safety requirements						
Set up area correctly for the next service, in accordance with enterprise procedures and requirements						
Review and evaluate services with colleagues, where appropriate, identifying possible improvements						
Provide handover to incoming colleagues and share any relevant information						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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