



Scottish Further Education Unit

Skills for Work: Hospitality Intermediate 1

Introduction to Events



Support Material

August 2007

 scotland's colleges

Acknowledgements

SFEU is grateful to the subject specialists in Scotland's Colleges and other agencies and industry bodies who have been involved in the writing of this and other support materials in the Skills for Work series. SFEU is also grateful for the contribution of the Scottish Qualifications Authority in the compilation of these materials, specifically for its permission to reproduce extracts from Course and Unit Specifications and the Skills for Work Rationale.

Crown copyright material is reproduced with the permission of the Controller of HMSO and the Queen's Printer for Scotland:

Illustrations on page 89 from *Health and Safety Executive*.
<http://www.hse.gov.uk/catering/index.htm>

© Scottish Further Education Unit 2007

Hospitality: Introduction to Events (Intermediate 1)

F19K 10

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Unit F19K 10, *Hospitality: Introduction to Events (Intermediate 1)*.

Copyright for this pack is held by the Scottish Further Education Unit (SFEU). However, teachers and lecturers have permission to use the pack and reproduce items from the pack provided that this is to support teaching and learning processes and that no profit is made from such use. If reproduced in part, the source should be acknowledged.

Enquiries relating to this support pack or issues relating to copyright should be addressed to:

Marketing Officer - Communications
The Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY

Website: www.sfeu.ac.uk

Further information regarding this Unit including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Website: www.sqa.org.uk

Class Sets

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

Elanders Hindson
Merlin Way
New York Business Park
North Tyneside
NE27 0QG

Tel: 0191 280 0400

e-mail: info@elandershindson.co.uk

Disclaimer

Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to candidates is accurate and in accordance with the current SQA arrangements documents. SFEU will accept no responsibility for any consequences deriving either directly or indirectly from the use of this pack.

Contents

How to Use this Pack	9
Reference Section	10
What are Skills for Work Courses all about?	11
The Course in Hospitality (Intermediate 1)	14
Unit Outcomes, PCs and Evidence Requirements	16
Employability Profile for Hospitality Intermediate 1	20
Careers Scotland Support	21
Tutor Support Section	23
Introduction	24
Learning and Teaching with Under 16s	25
General Guidance on Unit Delivery	29
Signposting Employability Skills	32
Resources	39
Suggested Lesson Plan	41
Guidance on Activities and Sample Responses	43
Student Support Section	59
Tutor Note	60
Welcome to Introduction to Events!	61
What are Hospitality Events?	62
Styles of Food and Drink Service	64
Team Working	68
Organising an Event	70
Implementation of the Event	79
Appropriate Appearance	81
Communication	83
Health and Safety	87
Unit Questionnaire	91
Glossary of Terms Used in Introduction to Events	92

How to Use this Pack


None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the Unit and aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials and approaches that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to your suit your own needs.

The **Reference Section** of the pack provides information on the rationale for, and ethos behind, the *Skills for Work* courses, the Course Rationale, and the Outcomes and PCs for the *Introduction to Events* unit. It also contains the Employability Skills Profile for Intermediate 1 Hospitality showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course and in the *Introduction to Events* unit.

The **Tutor Support Section** contains a suggested approach to teaching the Unit, advice on learning and teaching with under-16s and guidance on integrating the development of employability skills throughout the unit. Solutions to knowledge based activities are included here where appropriate, as are exemplar materials from a sample event for guidance.

The **Student Support Section** contains guidance and instruction on the process of planning an event and tasks to support the students' investigation into hospitality events, to help them reflect on the realities of working in a team and with customers, and to help them plan their own event.

Finally, the Student Support Section contains a **glossary** of some of the less familiar words which are used in event planning and organisation.

Activities are identified with the symbol: 

Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience.
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Hospitality (Intermediate 1)

Course Rationale

This Intermediate 1 Hospitality Course has been designed to provide an introductory qualification in hospitality which reflects the initial skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

The primary target group for the Course is school pupils from third year in secondary education and above. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course fills an identified need for an introductory Course that is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential.

The knowledge and experience acquired by candidates will not only enable candidates to work within the hospitality industry but will also develop transferable competencies.

The general aims of this Course are to:

- provide candidates with a broad introduction to the hospitality industry
- allow candidates to experience vocationally-related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training.

The specific aims of this Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills

- develop customer care skills
- begin to develop food preparation, cooking and presentation skills
- begin to develop food and drink service skills
- develop an awareness of relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry.

Unit Outcomes, PCs and Evidence Requirements

National Unit Specification: statement of standards

Unit: Hospitality: Introduction to Events (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Investigate a range of hospitality events.

Performance Criteria

- a) Gather information on different types of hospitality events.
- b) Gather information on suitable venues for different types of hospitality events.
- c) Gather information on appropriate styles of food and drink service for different types of hospitality events.

Outcome 2

Working as a member of a team, plan and organise resources for a specified hospitality event to a given brief.

Performance Criteria

- a) Agree roles and responsibilities for each member of the team.
- b) Contribute constructively to group planning discussions.
- c) Agree on a suitable venue for the specified event.
- d) In an agreed role, contribute to the production of a plan which meets the given brief.
- e) In an agreed role, contribute to the organisation of essential resources for the event.

Outcome 3

Working as a member of a team, contribute to the implementation of the event..

Performance Criteria

- a) In an agreed role, contribute to the preparation of food and refreshments for the event.
- b) In an agreed role, contribute to the preparation of the service area for the event.
- c) Adhere to all health and safety and food hygiene procedures throughout the event.

Outcome 4

Review and evaluate own contribution to the event.

Performance Criteria

- a) Review own contribution to the event, taking account of feedback from others.
- b) Identify strengths of own contribution to the event.
- c) Identify areas for improvement in own contribution to the event

Evidence Requirements for the Unit

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance and written/oral evidence is required for this Unit.

- Practical activities for this assessment should be carried out under supervision and should involve working with others in a team and provide opportunities to demonstrate good working practice.
- Written/oral evidence is required which demonstrates knowledge and understanding of events.

Outcome 1: Written/Oral Evidence

Candidates will be required to produce evidence arising from their investigation that they have:

- Identified three events common in the hospitality industry
- Identified a suitable venue for each event
- Identified an appropriate style of food and drink service for each event

Evidence should be gathered in supervised open-book conditions.

Outcome 2: Performance and Written/Oral Evidence

Candidates will be required to participate as part of a team to produce a plan which will meet the given brief and identify:

- the event, venue and roles for each member of the team
- a food order for the production of food and refreshments for the event.

Evidence should be gathered in supervised, open-book conditions. An assessment observation checklist must be retained to demonstrate that candidates have:

- contributed to the production of the plan
- contributed constructively to group planning discussions
- contributed to the organising of essential resources.

Outcome 3: Performance Evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- prepare the food and refreshments for the event as part of a team
- prepare the service area for the event as part of a team
- carry out the event with regard to health and safety and food hygiene procedures.

An assessor observation checklist must be retained to provide evidence that the candidate has carried out the agreed tasks and contributed to the event on one occasion.

Outcome 4: Written/Oral Evidence

Candidates will be required to produce evidence that they have:

- reviewed own contribution to the event, taking account of feedback from others
- identified strengths of own contribution to the event
- identified areas for improvement in own contribution to the event.

Evidence should be gathered in supervised, open-book conditions.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes a pro forma for investigation findings, a planning brief, a pro forma for review and evaluation and an assessor observation checklist.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Profile for Hospitality Intermediate 1

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Hospitality: Working in the Hospitality Industry	=	A
Hospitality: Introduction to Events	=	B
Hospitality: Working in the Professional Kitchen	=	C
Hospitality: Working Front of House	=	D

Employability skill/attitude	Evidence
positive attitude to workplace and learning	A, B, C, D
awareness of the importance of good timekeeping and attendance	A, B, C, D
appropriate appearance	B, C, D
good communication skills – listening and talking	A, B, C, D
ability to work in a team	B, C, D
working co-operatively with others	B, C, D
self-respect and showing respect and consideration for others	A, B, C, D
ability to follow instructions	A, B, C, D
awareness of food hygiene and health and safety procedures	B, C, D
planning and preparing for work	B, C, D
confidence to seek feedback	A, B, C, D
self-review and evaluation	A, B, C, D
customer care skills	B, D
efficient use of time	B, C, D
flexibility and adaptability	B, C, D

Assessment evidence in all Units:

Practical performance supported by assessor observation checklists and candidate self-evaluation reviews.

Careers Scotland Support for School-College Collaboration for Scotland's Colleges in the Scottish Enterprise area



In August 2006 Careers Scotland (SE and HIE areas) received funding from Scottish Executive to support college/school collaboration and encourage and promote vocational educational choices for pupils in schools. Following consultation each area produced a local action plan outlining how they intended taking forward key activities. Careers Scotland's focus is to support the career guidance needs of all S2-5 pupils involved in the opportunities which school/college collaboration brings, supporting them to make vocational educational choices, and with particular consideration for those young people at risk of becoming not engaged in employment education or training.

Skills for Work (SfW) courses are a key aspect of enhanced school/college collaboration and Careers Scotland has an important role in selection and recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning. Careers Scotland also supports the career guidance needs of pupils involved in other vocational/pre-vocational programmes where relevant. Career Box delivery is a valuable tool in helping meet the needs of school pupils and lessons reflect options available within colleges; both at school and post school.

Careers Scotland activity takes place at local and national levels. This may involve a combination of any of the following services which can be tailored to local needs:

- awareness raising of Skills for Work courses (and other vocational programmes where relevant) – for pupils, teachers and parents - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals
- careers guidance support for individuals and groups, before, during and after involvement in SfW courses, resulting in better informed career decisions and effective transitions
- providing support for pupils who have been unsuccessful in attaining a place on a SfW course
- providing transitional skills development for those completing SfW courses
- capacity building through relevant shared CPD events, for Careers Scotland staff, teachers and college lecturers
- capacity building through the development of resources to support pupils, parents or teachers
- delivery of relevant Career Box lessons, where appropriate

- making connections with other existing support for pupils
- participation in local planning and management arrangements
- contributing to local and national discussions on provision and strategic development
- capturing good practice and evaluating effectiveness, using the community of practice site on our website (www.careers-scotland.org.uk) and sharing successes and concerns

In addition there are opportunities for developmental activities which can help to take forward CPD, good practice, resource development and learning opportunities for Skills for Work for young people, teachers, college lecturers, parents, Careers Scotland Advisers and employers.

For further information on Careers Scotland (SE)'s involvement in school/college collaboration in your college, please get in touch with one of our Careers Scotland Regional contacts:

South East Region (Edinburgh and Lothians; Forth Valley; Borders)

Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

North East Region (Tayside; Grampian; Fife)

Pat Pugh 01224 252044 patricia.pugh@careers-scotland.org.uk

South West Region (Dumfries and Galloway; Ayrshire; Lanarkshire)

Jean Geddes 01698 742192 jean.geddes@careers-scotland.org.uk

West Region (Glasgow; Dunbartonshire; Renfrewshire)

Sandra Cheyne 0141 204 8338 sandra.cheyne@careers-scotland.org.uk

Tutor Support Section

Introduction

This unit focuses on raising an awareness of the different types of events within the hospitality industry. Students will have an opportunity to use existing skills and develop new skills. They should be encouraged to take responsibility for their performance within a team/group.

It is essential that relevant aspects of current health, safety and hygiene legislation are adhered to as part of the work for this unit.

The assessment for this unit is based on an assignment, which allows students to explore and interpret a range of events within the hospitality industry. With support, students will organise an event, prepare and serve food for the event and evaluate their own contribution to the event.

To achieve the Unit, students will:

- investigate a range of events within hospitality
- plan and organise resources for a specified hospitality event to a given brief
- working as part of a team, contribute to the implementation of the event
- review and evaluate their own contribution to the event.

These support materials have been produced to provide teachers/lecturers with material which may be used when delivering the unit.

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can

be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about

them; allow learners to set criteria for success and then measure their achievements against these.

- 9. Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

- 10. Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering *Skills for Work* Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

General Guidance on Unit Delivery

Where this Unit is taken as part of the Intermediate 1 Hospitality course it should integrate the skills and knowledge already developed in the following Units:

- *Hospitality: Working in the Professional Kitchen*
- *Hospitality: Working Front of House*
- *Hospitality: Working in the Hospitality Industry*

It should therefore be delivered towards the end of the Course and should culminate in the running of the chosen event. Where the Unit is taken on a freestanding basis the selection of the type of event should be based on the level of practical skills and experience of the candidates involved.

Unit Induction

Centres should ensure that an induction to the Unit is given, which will enable students to understand fully what they will be learning about, the approach to be adopted and how they will be assessed. You should also explain how this Unit relates to the other units in the Hospitality Intermediate 1 course, as it will be reassuring for the students to realise that they already have a lot of the skills they will need for success in the Unit.

This will also be an appropriate time to highlight the value of developing sound employability skills and to explore what this means in the context of the Unit – specifically that this will be an opportunity to showcase the skills they have acquired throughout the course and to put them into practice in a ‘live’ event.

Learning and Teaching Approaches

Students will be encouraged to learn through a variety of experiences and activities, which are designed to enhance their awareness of events in hospitality and their role within the workplace. Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers, working with others in a team and developing good working practices through undertaking activities within their designated role in the kitchen and restaurant. Students will again have to familiarise themselves with the operational requirements of the kitchen and restaurant, the staff and the duties expected of them in the context of this unit, prior to completion of the practical assessment.

This unit is best suited to investigation and planning firstly in a classroom setting, following on to the realistic working environment. Students should carry out some basic research into their given events, which may involve reading and researching the Internet, the use of audio-visual case study material as well as visiting real workplace settings and interviewing/talking to people who work in the industry.

Ideally, initial teaching methods should communicate the range of events common in the hospitality industry. Group discussion may be a useful way to disseminate experience of events. For example, candidates may work part-time in the industry or have relatives or friends who work in the industry or they may have personal experience of participating in an event.

If students are undertaking this unit as part of the *Hospitality: Intermediate 1* course they will already have some experience of both working in the professional kitchen and working front of house. However, if it is taken as a stand alone unit the events chosen would have to reflect the ability and limited experience of the students in these practical subjects while still meeting the required assessment standard for this unit. In this case students will also require to be made aware of food hygiene aspects regarding the food production and aspects of customer service relevant to running an event.

Students should be encouraged to perform tasks and conduct themselves in a manner appropriate to any workplace. It's important to encourage them to evaluate their own work and progress throughout the unit. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

Industry Links

Students should have the opportunity to explore the diversity of events held in the hospitality industry. As far as possible, this should be student-centred activity. Some of the learning could be through visits to relevant establishments and/or through conversations with professionals. Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of contributing to the delivery to give students a realistic view of the type of events they organise and of working within the hospitality industry generally.

Health and Safety

Students should be encouraged to develop good working practices which meet both organisational and health and safety and food hygiene policies and procedures. Opportunities should be taken to integrate the required knowledge of health and safety and food hygiene legislation in real contexts, for example, in relation to working with food and food machinery within the kitchen, and also in the use of coffee machines and water boilers in the front of house situation. Simulated activities may be set up which clearly demonstrate the risks that may be found in a working kitchen or restaurant. The emphasis should always be on safe working practices.

Student Support Material

A range of activities and discussion points covering the Outcomes for this Unit is given in the student section of the pack. Some of these are in the form of worksheets.

Tutors should use them in ways appropriate to the student group. You may decide to use them:

- as described
- as the basis of class discussion
- as observation checklists
- as recall exercises
- or to adapt them to some of the approaches described in the section on Learning and Teaching with under 16s.

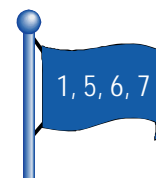
Tutors are encouraged to use the materials creatively in ways which will engage the younger learner.

It is strongly recommended that tutors familiarise themselves completely with the National Assessment Bank publication for this Unit prior to starting, as this will very much determine the model of delivery.

Signposting Employability Skills

In addition to the specific vocational skills developed in this Unit, students will have opportunities to develop and apply their knowledge and understanding of the employability skills.

Throughout the pack there are numbered flags, like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Unit.

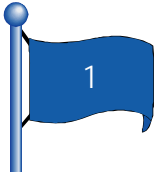
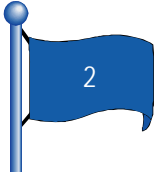


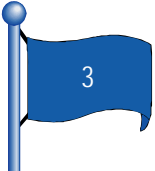
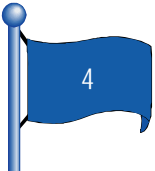
1	Positive attitude to workplace and learning	6	Working cooperatively with others	11	Confidence to seek feedback *
2	Awareness of the importance of good timekeeping and attendance	7	Self respect and showing respect and consideration for others *	12	Self review and evaluation
3	Appropriate appearance *	8	Ability to follow instructions *	13	Customer care skills *
4	Good communication skills – listening and talking *	9	Awareness of food hygiene and health and safety procedures *	14	Efficient use of time
5	Ability to work in a team *	10	Planning and preparing for work	15	Flexibility and adaptability


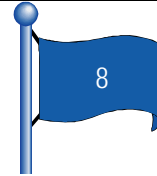
Achievement of the Employability Skills marked with an asterisk* will be clearly identified as a result of the evidence generated through the assessment activities for this Unit *Hospitality: Introduction to Events (Intermediate 1)*. There are opportunities to develop the remaining skills identified, particularly if learning activity encompasses the following recommendations.


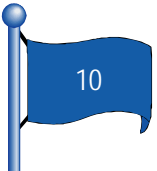
Guidance on Integrating Employability Skills

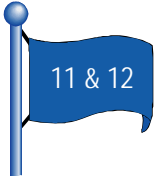
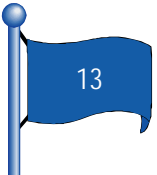
You will find or create countless opportunities to help students develop employability skills. Here are some ways of going about it to get you thinking!

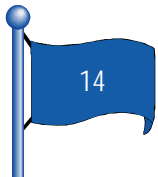
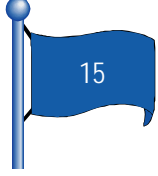
Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p>Positive attitude to workplace and learning</p>	<ul style="list-style-type: none"> The students will have lots of opportunities to demonstrate a positive attitude to learning throughout their experience in this Unit – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Unit and how quickly they get stuck in to the fun part. When students are attentive, follow instructions, volunteer for tasks, ask questions, demonstrate a desire to learn more, take advice, carry out checks on their own work, and identify how they'll do better next time, they are showing a positive attitude to learning. They may achieve this aspect of this Unit with ease simply because they are enjoying their work and their attitude to learning is a positive one. 	<ul style="list-style-type: none"> listening to instructions and asking questions applying feedback persevering with a practical activity when initial results are discouraging personal research carrying out self-evaluation exercises genuine participation in the review process quality checking of their own work assisting others in their work practising specific practical skills conversations with teacher/lecturer
 <p>Awareness of the importance of good timekeeping and attendance</p>	<ul style="list-style-type: none"> Make your expectations clear from day one. You can have the students more or less write the class guidelines themselves by identifying pros and cons of good and poor attendance and timekeeping – the benefits in the workplace of one and the consequences of the other. Relate your ground rules to the world of work, e.g. arrive on time, back from breaks on time etc. The measure of a student's success in this aspect is for them to be honest in their appraisal of their performance and to make progress and will therefore be one of 'distance travelled' rather than a particular minimum percentage of classes attended. Attendance and timekeeping should be monitored throughout the Unit. Students should be given feedback on their performance - both good and bad - in this regard. If you take note of patterns in performance it should be easy to give the students accurate feedback. 	<ul style="list-style-type: none"> turning up for class returning from breaks sticking to planned work schedules regarding timing of activities

 <p>Appropriate appearance</p>	<ul style="list-style-type: none"> • Students should be encouraged to be dressed in the appropriate uniform as well as being on time for the start of the lesson. It is important that students are given consistent messages regarding the wearing of uniform, the importance of good personal hygiene and the wearing of jewellery during all practical classes. They should be encouraged to identify the pros and cons of wearing the correct uniform for practical classes in the kitchen and restaurant - the benefits in the workplace of one and the consequences of the other - and why jewellery is not allowed. • While young learners are likely to carry out your instructions on the wearing of uniform just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • wearing the correct uniform • awareness of personal hygiene • absence of jewellery
 <p>Good communication skills – listening and talking</p>	<ul style="list-style-type: none"> • Good communication skills are very important when working in the hospitality industry. It is necessary for young learners to understand why they should listen carefully to instructions, speak clearly to the rest of the team, to you, and to customers. • It would be helpful to role play carrying out these skills in groups, so that they can appreciate how poor communication can affect team work, products and customers. 	<ul style="list-style-type: none"> • listening to instructions and asking questions • conversations with teacher/lecturer and members of their team • co-operation with others re use of equipment, materials and workspace • meeting and speaking to customers

 <p>Ability to work in a team Working cooperatively with others Self respect and showing respect and consideration for others</p>	<ul style="list-style-type: none"> • Get class members into the habit of working as a team from the beginning. Encourage them to speak to each other - and to you - about the sharing of workspace, equipment and materials. Work in pairs or small teams when appropriate. Watch out for specific instances of the students working co-operatively with each other and showing respect and consideration for others. 	<ul style="list-style-type: none"> • sharing equipment and materials with others • sharing the work • assisting others • self-evaluation reviews
 <p>Ability to follow instructions</p>	<ul style="list-style-type: none"> • It can be difficult to keep the attention of under-16s! When you want them to cultivate the skill of following instructions it's important to transmit the instructions clearly and concisely. Trying to get students to think of the reason behind an instruction can help them to remember it. Get them to repeat the instruction or explain it in their own words to make sure they've understood and know what's required. If an individual student is struggling with an aspect of their work they may appreciate personal assistance and quiet one-to-one instruction. This would be an opportunity for you to note their positive response to any instructions you give them at that time. 	<p>Following instructions regarding:</p> <ul style="list-style-type: none"> • health and safety and food hygiene procedures • food preparation techniques and cookery processes • sequencing of work • checking finished dish for taste, appearance etc. • planning and preparation • table settings • organisational procedures • interacting with customers

 <p>Awareness of food hygiene and health and safety procedures</p>	<ul style="list-style-type: none"> • The importance of food hygiene and health and safety procedures will have been covered during Course Induction, and in the other Units in the course, but should be revisited during the induction for this Unit and reinforced during delivery. • While young learners are likely to carry out your instructions regarding food hygiene and health and safety procedures just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • working safely during practical classes • working hygienically during practical classes • carrying out risk assessments • wearing appropriate uniform • safe use of equipment • safe use of materials • using a clear and clean-as-you-go approach during practical sessions
 <p>Planning and preparing for work</p>	<ul style="list-style-type: none"> • Guidance on how students should prepare to carry out tasks in their practical activities should become the norm from the first session. Spend a little time identifying the objectives of the session and encouraging the students to think about how they will go about it: what equipment they will need, what the sequence of the work should be etc. • You might devise a planning sheet that can be used at the beginning of every session so that planning and preparation becomes a routine part of each task. 	<ul style="list-style-type: none"> • carrying out a risk assessment • wearing appropriate uniform • correct selection of equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace • event planning

 <p>Confidence to seek feedback</p> <p>Self review and evaluation</p>	<ul style="list-style-type: none"> • Students can be helped to identify own strengths and weaknesses and identify learning points from practical experiences when you discuss their performance with them. Such discussions can help them get into the habit of evaluating their performance as a natural part of their work routine, and to become confident in asking for feedback. • Some teachers and lecturers have found it helpful to quiz students about their performance as the work is proceeding in the kitchen/restaurant, and also to encourage them to seek feedback from their peers. 	<ul style="list-style-type: none"> • carrying out self-evaluation exercises • completing self-evaluation worksheets • peers completing feedback sheets • checking the quality of their product • action planning and setting goals • conversations with teacher/lecturer and members of their team
 <p>Customer care skills</p>	<ul style="list-style-type: none"> • The hospitality industry, like all other service industries, depends upon return customers. Looking after customers, taking time to interact with them in a positive manner is an important skill. • Encourage students to review their work from a customer's viewpoint. • Reinforce the fact that all colleagues and other class and team members could be seen as customers. Are the candidates always aware of this and do they treat them accordingly? 	<ul style="list-style-type: none"> • interaction will be necessary during the running of an event • take every chance to get the students meeting and speaking to customers • the self review process can be extended to include the customer's perspective • peer review to be encouraged and planned

 <p>Efficient use of time</p>	<ul style="list-style-type: none"> • Multi tasking can be developed when the student must see the way through all the jobs and perform these in a time efficient manner. • The skill of prioritising should be encouraged. A 'To Do' list may be introduced, where the young learner is encouraged to view the entire task required and then to list the steps involved in order of importance. • Can be effectively linked to ES13 Customer Care Skills. Which items on the list directly impact on the customers? Are they at the top of the list? 	<ul style="list-style-type: none"> • time management will be integral to the successful planning and implementation of the final event • encourage setting schedules for the various roles, responsibilities and tasks • plan of work to be undertaken • encourage the young learner to see the whole picture – from planning to clear and clean up and debriefing/evaluation
 <p>Flexibility and adaptability</p>	<ul style="list-style-type: none"> • Our industry is as rich and varied as it is because of the unpredictability of the nature of the work and our customers. To meet these challenges your students must be able to work and adapt flexibly. • A clear understanding that flexibility and adaptability are in the nature of our business should always be stressed to young learners. 	<ul style="list-style-type: none"> • adapting the planned event to the available resources • taking on different roles and responsibilities as required • responding to situations as they arise in the course of the event planning and implementation

Resources

Centres will require access to kitchen and restaurant facilities for the delivery of this unit as for the units *Hospitality: Working Front of House* and *Hospitality: Working in the Professional Kitchen*, which form part of the framework of this Course. The facilities need to be recognised as a realistic working environment to give students a meaningful insight into what it feels like to work in the industry and how to organise and manage an event.

The kitchen facility will need to be equipped with all of the relevant equipment and utensils as well as a supply of food for the students to complete their tasks.

Kitchen resources:

- Cookers, pots, pans, grill, ovens, sinks, fridge, tongs, spoons, knives, chopping boards, cloths, measuring jugs, bowls, baking trays, cleaning materials, first aid box, colanders, commodities

Restaurant resources:

- Tables, chairs, coffee machine, water boiler, till, teapots, cutlery, crockery, cloths, clearing trolley, stillroom, dishwasher, glassware, cleaning materials, napkins

As for the 'Professional Kitchen' and 'Front of House' Units, personal protective clothing will be essential for all students and this may include:

- Kitchen - chef's jacket, hat, trousers, apron, oven cloth and hairnet.
- Restaurant - shirt, apron, trousers/skirt, black shoes, waiter's cloth.

Centres should carry out risk assessments for all activities as required.

Centres are encouraged to arrange visits to local hotels or restaurants and establish links with industry representatives.

Web Resources



The following websites contain information that may be useful:

Health and Safety Executive

www.hse.gov.uk

Royal Environmental Health Institute for Scotland

www.rehis.org/

Institute of Hospitality

www.hcima.org.uk

Suggested Lesson Plan

This suggested lesson plan is based on 20 lessons of 2 hours each. Actual timings will depend on individual centre circumstances and timetabling arrangements.

Lesson	Topic
1	Introduction to unit and assessment. Group discussion re events
2	Activities re types of events
3	Activities re venues, visiting speaker
4	Activities re styles of food and drink service/visit to hotel
5	Assessment Outcome 1
6	Group discussion re event - who to invite, where to hold and when
7	Group work, planning food menu and drinks to be served
8	Group work, planning responsibilities
9	Group work, food ordering, equipment requisition
10	Group work, sending invitations
11	Group work, activities related to team work
12	Group work, preparing food and freezing/storing as appropriate
13	Group work, preparing food and freezing/storing as appropriate
14	Hold event
15	Debrief and review process
16	Assessment Outcome 4
17	Individual interviews to discuss evaluation
18	Individual interviews to discuss evaluation
19	Individual interviews to discuss evaluation
20	Re-assessment Outcome 1

An example of what could be covered in a session is shown on the next page.

Sample Session Plan		
Topic	Outcomes Covered	
Lecturer/Assessor Activity	Learner Activity	Preparation/Resources
Stores requisition	Outcome 2 PC b, e	
Hand out menu and recipe sheets	Students work in groups to collate recipes	Handouts, exemplars
Brainstorming	Brainstorming	Whiteboard, PowerPoint
Guidance on how to complete stores order	Students to follow instruction on how to complete form	
Observe students completing forms	Complete form as part of team	
Go over stores order as class discussion	Question and answer session	
Place order with stores person	Liaise with stores person and place order	
Feedback to students		

Guidance on Activities and Sample Responses

Outcome 1

Investigate a range of hospitality events



Activity 1: Types of Events

Possible responses include:

- weddings
- coffee mornings
- Burns supper
- birthday parties
- sports dinners
- charity lunch/dinner
- Christmas parties
- New Year celebrations
- conferences
- Mother's day lunch



Activity 2: Venues

Events can be held almost anywhere that facilities allow such as:

- college restaurant
- school canteen
- village hall
- hotel
- restaurant
- sports club



Activity 3: Styles of Food and Drink Service

The completed matching exercise is shown as a handout in the Student Support Section. Explain that this will depend on customer needs and also facilities available in the venue. A fuller list of styles would include:

- buffet (either hot or cold)
- coffee and cake
- formal lunch
- formal dinner
- finger buffet
- barbeque
- breakfast
- afternoon tea
- themed events (Italian, Mexican, Scottish)

 **Activity 4**

Students should be encouraged to investigate events where they live (city, town or village). They should note down their findings and share them with the group the following week.

Event example:

Type of event	Venue and number of guests	Style of food and drink
<p>Retirement party</p> <p>This was held after work at 5pm. It was a surprise party and colleagues, friends and family gathered at 4.45pm</p>	<p>Village hall 60 guests.</p> <p>The hall was set up by members of staff and students and decorated by friends and family.</p> <p>When the event finished at 7pm the staff and students then tidied up the hall and collected all their equipment and returned to college</p>	<p>Finger buffet, wine, tea or coffee.</p> <p>It was decided that a finger buffet was the most appropriate as there was only a very small kitchen which meant that hot food would not have been appropriate for reasons of health and safety and hygiene.</p> <p>2 staff and 8 students made a range of foods suitable for a finger buffet (quiche, sandwiches, vegetable crudités with dips, sausage rolls, vol-au-vents, fruit kebabs, meringues and strawberry tarts).</p> <p>Some of the students served the food while others poured wine, tea and coffee. This was all supervised by the hospitality members of staff from the college.</p>

Activity 5

This activity is designed to help students to think about the information they will need to **find out about events in hospitality**. When the students have compiled a range of suitable questions, arrange for them to interview someone from the hospitality industry, for example, head chef, restaurant manager or general manager of a hotel or restaurant, and encourage the students to note down their responses. This could be completed during a visit to a suitable establishment or by an employer delivering a session to students in the college.

Students should be given one or two examples from the following list of questions and given encouragement to suggest more. The completed list from the class can then be collated as a handout, which could form a question bank for the industry representative who will visit.

- What kind of establishment do you run/own (bar/restaurant/hotel/other)?
- How many people can your establishment hold for an event?
- What are the busiest days/times of the year?
- What type of function is the most popular?
- How many people does it take to staff an event of 50 people who are having a conference during the day followed by a dinner in the evening?
- Do new members of staff have to be qualified or have experience?
- Where do you source the food and drinks for your establishment?

Outcome 2

Working as part of a team, plan and organise resources for a specified hospitality event to a given brief.

Students should work as a group to identify and plan an event with guidance from the tutor. This is again a good team building exercise with communication playing a key role in the chosen event.

Students will have to decide on a suitable venue and agree roles and responsibilities for each team member.

Once a date and venue has been agreed the group need to decide on a suitable menu taking into account the numbers to be catered for. Other factors for both tutors and students to consider are the timing of the event and how long students will be able to work.

The event should be planned for the last quarter of the course, as this will give the students time to learn the skills that they will need to implement the event.



Activity 7: Organising an Event

The students will have a variety of ideas based on their own experiences. They may let their imaginations run riot and will need to be guided towards a balance between what is desirable and what is feasible. This will apply to an even greater extent when they start to plan their own event. Possible responses may include:

Where could Sammy's Mum hold the event?

- in the house
- in a community centre/hall
- in a soft play centre
- at a swimming pool etc

What date and time would suit best? Sammy finishes school at 12.30 on a Friday but his Mum works until 4 pm and he goes to a childminder.

- Saturday – to give her time to get organised

Who would she invite?

- Sammy's school friends

How many people could she cater for? – she'll have 3 other parents to help on the day

- Maybe about 16 children so that there is 1 adult to every 4 children

What kind of food should she serve?

- finger food that's easy to eat
- birthday cake

What style of service would be best?

- Sitting down with all food laid out – you don't want the kids running about with food everywhere!

Students should now plan their event. The ‘Graduation’ examples which follow can be used as an exemplar either before or at appropriate points during the planning process.

Example of event:

Event	Graduation
Venue	College Restaurant
Date and Time	18th October 3.30pm
Who is invited	Students, family members of students, lecturing staff
Number to be catered for	160
Menu	Selection of sandwiches, strawberry tarts
Drinks	Wine, tea or coffee, orange juice
Style of food service	Finger buffet

Menu planning – Graduation Example

Sandwiches: selection of bread and fillings
 bread (brown and white)

Fillings: egg and cress
 tuna and sweetcorn
 roast beef
 ham salad

Having planned the menu and number of guests the organisers needed to work out how much of each filling they would need.

If each person has one round of sandwiches (one round is 2 slices of bread) this means 320 slices of bread would be needed.

There are approximately 20 slices in each loaf, so how many loaves were needed?

In this case it was 16 loaves ($16 \times 20 = 320$) and because they were using brown and white bread they needed to order 8 of each loaf.

There are 4 different fillings.

How many of each filling would be needed?

In this case it would be 40 rounds of each ($4 \times 40 = 160$)

Example of [food order](#) for the graduation event

Food requisition		Event: Graduation	
Date ordered: 12 th October		Date required: 18 th October	
Quantity	Item	Cost	Checked by
8	sliced brown bread		
8	sliced white bread		
500g	butter		
24	eggs		
500ml	mayonnaise		
2 pkts	mustard cress		
6 tins	tuna		
2 tins	sweetcorn		
500g	roast beef		
500g	honey roast ham		
3	iceberg lettuce		
1kg	tomatoes		
2	cucumber		
10 punnets	strawberries		
6L	double cream		
2L	strawberry jelly		
10L	orange juice		
30 bottles	white wine		
40	tea bags		
1kg	coffee		
4L	milk		
1kg	granulated sugar		
<i>Date:</i>	<i>Order accepted by:</i>		

Students must also identify additional resources such as crockery, cutlery and glassware that will be required on the day of the event.

Example of Equipment Requisition for the Graduation Event

Item	Quantity
Wine glasses	160
Cups and saucers	160
Side plates	160
Teaspoons	160
<u>Salvers</u>	20
Tea pots	4
Milk jugs	8
Sugar bowls	8
Coffee pots	4
Juice glass	160
Napkins	160

Students now need to decide on what essential resources they will need for their event, such as:

- suitably equipped kitchen (college kitchen or school canteen)
- restaurant or school canteen or other possible venue
- food requisition
- equipment requisition.

To complete the food requisition the students must first have decided on the type of event, style of food (menu) and also have a confirmed date and approximate numbers to be catered for.

Mock requisitions could be completed in small groups to help give them an understanding of the importance of listing every item needed on the sheet otherwise they may hamper the success of the event.

Activity 9: Who's Involved?

Students with limited experience may need to be prompted with leading questions to come up with more than the obvious waiting staff. Other responses might include:

- bar staff
- chefs
- dishwashers
- kitchen porters
- receptionist
- event organiser.

Roles and responsibilities:

For this students will need guidance about who will be required to work in the different areas on the day of the event. This could take the form of a staffing rota to help them understand fully the roles of each student.

Each student will be involved in the preparation and cooking of the foods to be served and they will also all be involved in setting up, serving and clearing up at the event.

After discussion and guidance from the tutor, the students should take responsibility for the creation of a working staff rota.

Sample duty rota for hospitality event:

Student name	Meet and greet guests	Set/clear tables	Make teas/coffees	Serve food	Serve drinks	Clear and wash up
Kevin	✓	✓				✓
Sarah	✓	✓				✓
William		✓	✓		✓	✓
Luke		✓		✓		✓
Kirsty		✓		✓		✓
Christine		✓	✓		✓	✓
Gavin		✓		✓		✓
Rachael		✓		✓		✓
Rosemary		✓	✓		✓	✓

Sample rota for food preparation for hospitality event:

Student name	Bakery	Mains	Starters	Hotplate	Wash up/ tidy kitchen
Kevin	✓				✓
Sarah			✓		✓
William	✓				✓
Luke		✓			✓
Kirsty			✓		✓
Christine				✓	✓
Gavin	✓				✓
Rachael		✓			✓
Rosemary				✓	✓

Outcome 3

Working as part of a team, contribute to the implementation of the event

Timekeeping and Attendance



Activity 11: Timekeeping

What effect would your lateness have on the following people?

Your boss	She/he would be: <ul style="list-style-type: none">• angry• less likely to believe you if you're late again for a genuine reason• more likely to pick up on other faults
Your colleagues	<ul style="list-style-type: none">• You create more work for them• Less likely to help you out when you need it• Keeps them back because they have to do your job too
Your job in the kitchen or restaurant	<ul style="list-style-type: none">• You're less likely to keep it if you're consistently late• You won't learn• You won't progress in your job• You'll be seen as unreliable• Less likely to get a good reference if you apply for another job



Activity 12: Appropriate Appearance

Students should have no trouble identifying that the person should have his hair tied back, be wearing the appropriate uniform and shoes, and if he hasn't already, wash, brush his teeth and remove any jewellery.

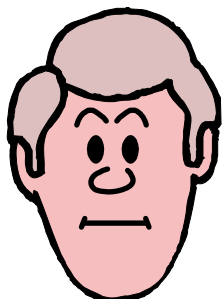


Activity 13: How to Respond to Customers' Questions

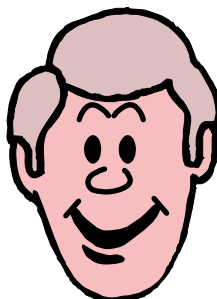
1	Speak clearly so that customers can understand you
2	Speak at a pace that is not too quick or too slow
3	Use appropriate language
4	Use a tone that sounds interesting and pleasant
5	Don't try to be too technical
6	Phrase questions so that they are easy for customers to answer



Activity 14: Facial Expressions



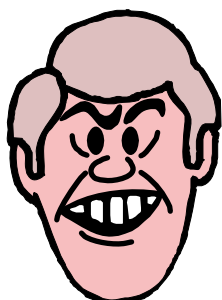
Ease



Happy or amused



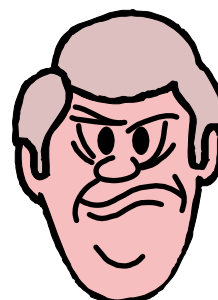
Laughter



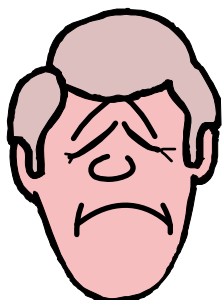
Anger



Hate



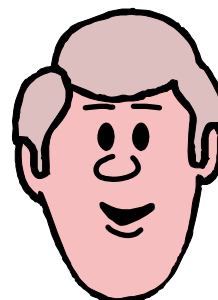
Aggressive



Sad



Bored



Mild

Example of Risk Assessment

Task	Main risks	Control measures
Serving food and drink	Slips, trips, manual handling	College induction training covers safe practice in relation to each of these tasks. Specifically, it covers safe handling and use of knives, use of appropriate protective equipment when using the dishwasher, cleaning the floors and disposing of refuse.
Making sandwiches	Use of knives	
Use of dishwasher	Manual handling and use of cleaning materials	
Cleaning floors	Manual handling and use of cleaning materials	
Refuse disposal	Cuts from broken glass, manual handling	
Cash handling	Aggressive customers	

Outcome 4

Review and evaluate own contribution to the event.

No materials are included for this Outcome which is essentially based around self review and evaluation. Materials to support this process are contained in the NAB for this Unit.

Preceding the students' individual evaluation of their contribution, it would be helpful to hold a debriefing session when all aspects of the event can be discussed - strengths and weaknesses, and reasons for these; areas for improvement what they would do differently next time etc.

This would also be an opportunity for constructive peer feedback – who do the group think made a significant contribution? Be wary of this becoming a blaming session if things didn't go altogether smoothly however! Encourage students to write down at least one positive thing about their fellow students in relation to the planning and implementation of the event. Everyone then goes away with a list of things they did well, which helps any less favourable feedback to be more readily accepted.

Student Support Section

Tutor Note

This section includes both student notes and activities.

Given that this is an *Intermediate 1* Course, most tutors will want to explain and discuss these activities with students, rather than give out the printed instructions for the students to read. The pages could then be given out as reminders or reinforcement where this is felt to be appropriate. Likewise, tutors should decide how much support students will need with the information sheets.

Use of these materials is not mandatory and they are offered to centres as a flexible set of materials and activities which can be selected, altered and used to supplement tutors' own tried and tested materials or in whatever way suits individual centres and their particular situation.

Welcome to Introduction to Events!



What will you be doing in this Unit?

In this unit, you'll have the opportunity to find out something about the kind of events that are commonly held in the hospitality industry and then, working with the other members of your group, you'll be involved in planning an event.

Once you've decided on the event that you're going to hold, you'll need to organise where you're going to hold the event, who'll be invited, the food and drinks to be served and who's going to do what.

After the event has been held, you'll review and evaluate your contribution to the event and to help you to do this, you'll ask some of the group members and your tutor for their opinion.

All the way through this your tutor will provide guidance and support to the group.



Outcome 1

Investigate a range of hospitality events



What are Hospitality Events?

Hospitality events are pre-organised gatherings designed to meet the specific desires of the client.

When you are planning an event there are lots of things that you need to think about.



The main ones are:-

- venue (where the event is going to take place)
- number of guests
- budget (how much money is available to spend on food, drinks, decorations etc.)
- style of food and drink service
- time of event
- any dietary requirements
- any cultural requirements
- age range of guests
- entertainment

Let's look at some of these in a bit more detail.



Activity 1: Types of Events



What types of events can be held in a hotel? In pairs, name as many as you can.

Here's a start:

weddings

Here are some examples of events held in hotels - hope you got some of them!

- wedding receptions
- birthday parties
- anniversary parties
- Christmas lunches and dinners
- Burns suppers
- funeral teas
- conferences
- organisation meetings
- art displays



Activity 2: Venues



Where else could the events that you have identified be held? Think of the kind of places in your local area where you could hold a function.

Styles of Food and Drink Service

This will depend on customer needs and also on the facilities available in the venue.



Activity 3



With a partner, try to match each event to the most appropriate style of food and drink service?

An example is given to start you off. You'll probably find that you can match more than one style of food and drink service for each of the events, but you should match at least one.

Event	Style of food and drink service
• birthday party	• hot buffet
• weddings	• coffee and cake
• Burns supper	• formal lunch
• coffee morning	• formal dinner
• sports dinner	• finger buffet
• conference	• barbeque
• charity lunch	• cold buffet

Your answer might look a bit like this:

Event	Styles of food and drink service
<ul style="list-style-type: none">• wedding• conference	<ul style="list-style-type: none">• hot buffet
<ul style="list-style-type: none">• coffee morning	<ul style="list-style-type: none">• coffee and cake
<ul style="list-style-type: none">• charity lunch• wedding	<ul style="list-style-type: none">• formal lunch
<ul style="list-style-type: none">• Burns supper• sports dinner	<ul style="list-style-type: none">• formal dinner
<ul style="list-style-type: none">• conference• birthday party	<ul style="list-style-type: none">• finger buffet
<ul style="list-style-type: none">• birthday party	<ul style="list-style-type: none">• barbeque
<ul style="list-style-type: none">• conference• wedding	<ul style="list-style-type: none">• cold buffet

Notice how different styles of food and drink service can be suitable for more than one event. It will depend on the venue what style is most appropriate and also what the customer wants.





Activity 4

Identify 3 events in hospitality in your local area. For each event you need to identify the:

- type of event
- venue
- style of food and drink service.

Record your findings in the tables below.

Event 1:

Type of event	Venue and number of guests	Style of food and drink service

Event 2:

Type of event	Venue and number of guests	Style of food and drink service

Event 3:

Type of event	Venue and number of guests	Style of food and drink service

Learning from the Experts

If a visit from someone working in events in hospitality was organised, what would you ask them so that you could gain the information that you would need to help you plan your own event?

These are some examples of the kind of things that you could ask:

- What kind of establishment do you run/own (bar/restaurant/hotel/other)?
- How many people can your establishment hold for an event?
- What are the busiest days/times of the year?



Activity 5



In groups, make a list of other questions that you could ask to find out about planning and running events:

-
-
-
-
-
-
-
-
-

Outcome 2

Working as part of a team, plan and organise resources for a specified hospitality event to a given brief



Team Working

- When you work in hospitality, it is likely that you will be working as part of a team
- It's about knowing what other people are doing and how you fit into the picture
- It's also about doing your bit to help the team to achieve something

Team working requires:

- Co-operation
- Understanding of others' roles
- Communication skills – talking and listening

Teams work best when everybody knows what they're aiming for

Teams don't work when people are all pulling in different ways

- Sometimes when we are working as part of a team we have to be prepared to let other colleagues take the lead in doing things
- Good communication and planning is the secret to good team work with everyone understanding their role, when they are needed to do things, why and how they are expected to do things
- Accepting that we sometimes need to stand back from a situation and let others take over or that we might need to do something extra for the smooth running of the service is also important
- Make sure you develop good working relationships with other team members and with your manager/lecturer/teacher so that you feel comfortable about asking questions

Good teams don't just happen – everybody in the team needs to work at it!



Organising an Event



Activity 7

Sammy will be 6 on Friday. His Mum wants to celebrate with a special event. Working in pairs or small groups, give her some ideas for the following:

What kind of event could she organise?

Where could she hold the event?

What date and time would suit best? Sammy finishes school at 12.30 on a Friday but his Mum works until 4 and he goes to a childminder.

Who would she invite?

How many people could she cater for? – she'll have 3 other parents to help on the day.

What kind of food should she serve?

What style of service would be best?



Before you start to think about the details of your own event, here is an example of an event that was organised for a graduation:

Event	Graduation
Venue	College Restaurant
Date and Time	18 th October 3.30pm
Who is invited	Students, family members of students, lecturing staff
Number to be catered for	160
Menu	Selection of sandwiches, strawberry tarts
Drinks	Wine, tea or coffee, orange juice
Style of food service	Finger buffet

Menu planning – Graduation Example

Sandwiches: selection of bread and fillings
 bread (brown and white)

Fillings: egg and cress
 tuna and sweetcorn
 roast beef
 ham salad

Having planned the menu and number of guests the organisers needed to work out how much of each filling they would need.

If each person has one round of sandwiches (**one round is 2 slices of bread**) this means **320 slices of bread** would be needed to make **160 rounds**.

There are approximately **20** slices in each loaf, so how many loaves were needed?

In this case it was **16 loaves (16 x 20 = 320)** and because they were using brown and white bread they needed to order **8** of each loaf.

There are 4 different fillings.

How many of each filling would be needed?

In this case it would be **40 rounds of each filling (4 x 40 = 160)**.



Activity 8

Now it's your turn! Working in small groups, discuss ideas for the following and be prepared to share your views with the rest of the class.



What kind of event could we organise?

Where would we hold the event?

What date and time would suit best?

Who would we invite?

How many people could we cater for?

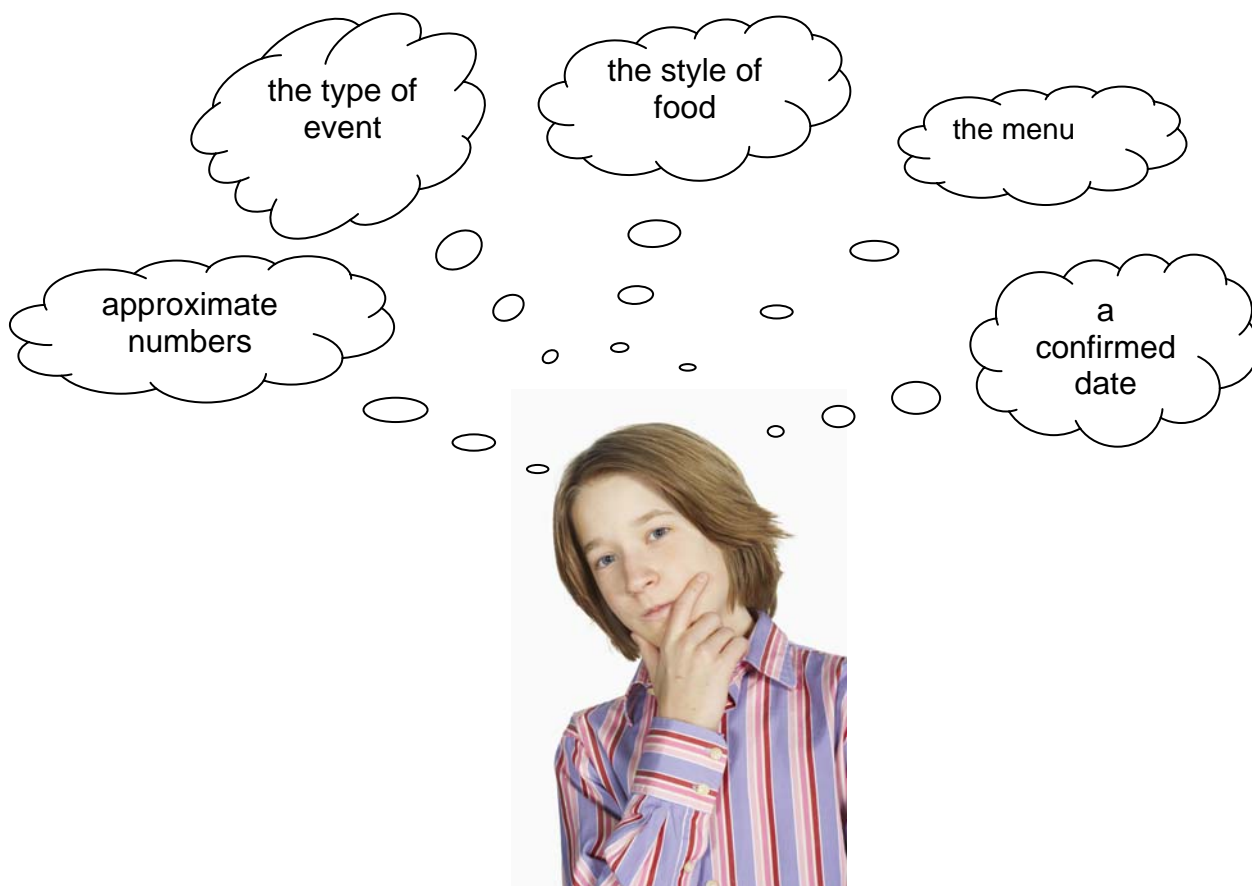
What kind of food will we serve?

What style of food and drink service would be best?

You'll now need to decide on what essential resources you will need such as:

- A suitably equipped kitchen (college kitchen or school canteen)
- Restaurant or school canteen or other possible venue
- Food and drinks order (sometimes called a Requisition which is just another name for a written request or order)
- Equipment order

To complete the food order you must first have decided on:



Once you have decided on the food and drinks to be served, you will need to work out how much of each item you will need to make, and also how much of each drink will be need to be organised.

Here are examples of the order forms that you will have to complete.

The first one could be used to order the food and drinks.

After completing the food and drinks order you must now think about what crockery, cutlery and glassware will be needed.

This form could be used to identify the other resources that will be needed:

Item	Quantity
Wine glass	
Cups and saucers	
Side plates	
Teaspoons	
Salvers	
Tea pots	
Milk jugs	
Sugar bowls	
Coffee pots	
Juice glass	
Napkins	



Activity 9: Who's Involved

Think about a time you were at a special event held outside your home – maybe it was a wedding or a special birthday celebration. There would have been people who were working at the event to make sure everything ran smoothly and that all the guests had what they needed. List some of the jobs people were doing on the day, including the people behind the scenes – the ones you didn't see!



After discussing Activity 9 as a group you should now transfer this information to a working rota similar to the tables below:

Sample rota for event

Student name	Meet and greet guests	Set/clear tables	Make teas/coffees	Serve food	Serve drinks	Clear and wash up
Kevin	✓	✓				✓
Sarah	✓	✓				✓
William		✓	✓		✓	✓
Luke		✓		✓		✓
Kirsty		✓		✓		✓
Christine		✓	✓		✓	✓
Gavin		✓		✓		✓
Rachael		✓		✓		✓
Rosemary		✓	✓		✓	✓

Sample rota for food preparation for the event

Student name	Bakery	Mains	Starters	Hotplate	Wash up/ tidy kitchen
Kevin	✓				✓
Sarah			✓		✓
William	✓				✓
Luke		✓			✓
Kirsty			✓		✓
Christine				✓	✓
Gavin	✓				✓
Rachael		✓			✓
Rosemary				✓	✓

Outcome 3

Working as part of a team, contribute to the implementation of the event

Implementation of the Event

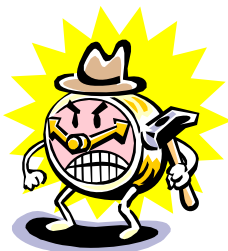
All students will be involved in both preparing the food and setting up/serving/clearing at the event.

In order for your event to be successful, you will need to work as a member of the team. The following will be important for the success of the event.

Timekeeping and Attendance

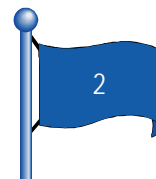
Good timekeeping is important. You must arrive ready to start on time and return from breaks at the given time.

Imagine how your boss would feel if you were late not once but many times in a week, a month. We can all be late on occasions - sometimes we don't have control of these situations such as when the bus or train was late or you were caught in traffic. However, when someone is repeatedly late excuses begin to wear very thin.



- A person can often hold up the job or make other people work under undue pressure causing disruption to what could be a busy day.
- A person who is consistently late soon loses the respect of their employer and their fellow workers.
- In extreme cases she/he will probably also lose pay for not being in on time or being late back from lunch or even a tea break.

Good timekeeping is something all employers look for in their prospective employees.



Activity 11: Timekeeping

Have you ever arranged to meet someone and they were late and you've had to wait for them? This can be annoying! Perhaps you were going out somewhere special and looking forward to the event with that person.

How did you feel about them being late?

If you're late for work, what effect would your lateness have on the following people?

Your Boss	
Your Colleagues	
Your Job in the kitchen or restaurant	

Appropriate Appearance



You must be presentable and you should avoid wearing too much make-up or perfume as it may seem unpleasant to customers. Strong perfume or aftershave can be transferred to glasses and crockery, tainting the food or drink you may be handling.



- Hair must be tidy and protective clothing clean.
- Clothes must be clean, with no logos.
- Shoes should be clean and in a good state of repair and feet should be enclosed (no sandals) – and also clean!
- You should not carry additional items, such as pens, tissues, money or mobile phones in your pocket, as this can look untidy and unprofessional.
- Jewellery should not be worn. This includes earrings, (no pierced ears, eyebrows, nose or other facial piercing), necklaces, rings, bracelets and watches as these can harbour bacteria. The only item of jewellery that is permitted is a plain gold wedding band.



Activity 12: Appropriate Appearance

Have a look at this picture. If this person is going to be serving food to customers, how might he need to change his appearance so that he's ready for work?!



Communication

Choosing the most appropriate method of communication is very important. When dealing with any person that you come in contact with, you need to choose the right method of communication, suited to the needs of that person. You will need to take into account:

- who they are
- what they want
- if they have any special needs, for example:
 - if they speak a foreign language
 - are hearing impaired, or
 - in a wheelchair where access could be a problem.



You will also need to communicate with other members of your team so that the event runs smoothly.

To carry out your role in hospitality you will have to demonstrate a number of different qualities and communication styles. We not only communicate with words but also with what we do and how we do it. This includes:

- facial expressions
- gestures
- body language
- eye contact.



Activity 13: How to respond to customers' questions

There are lots of examples of good, clear communication with customers. One is shown below – can you think of any others that are important in hospitality?

Give five more examples of how to respond to customers questions:

1	Speak clearly so customers can understand you.
2	
3	
4	
5	
6	

Share your answers with the group.

Non Verbal Communication

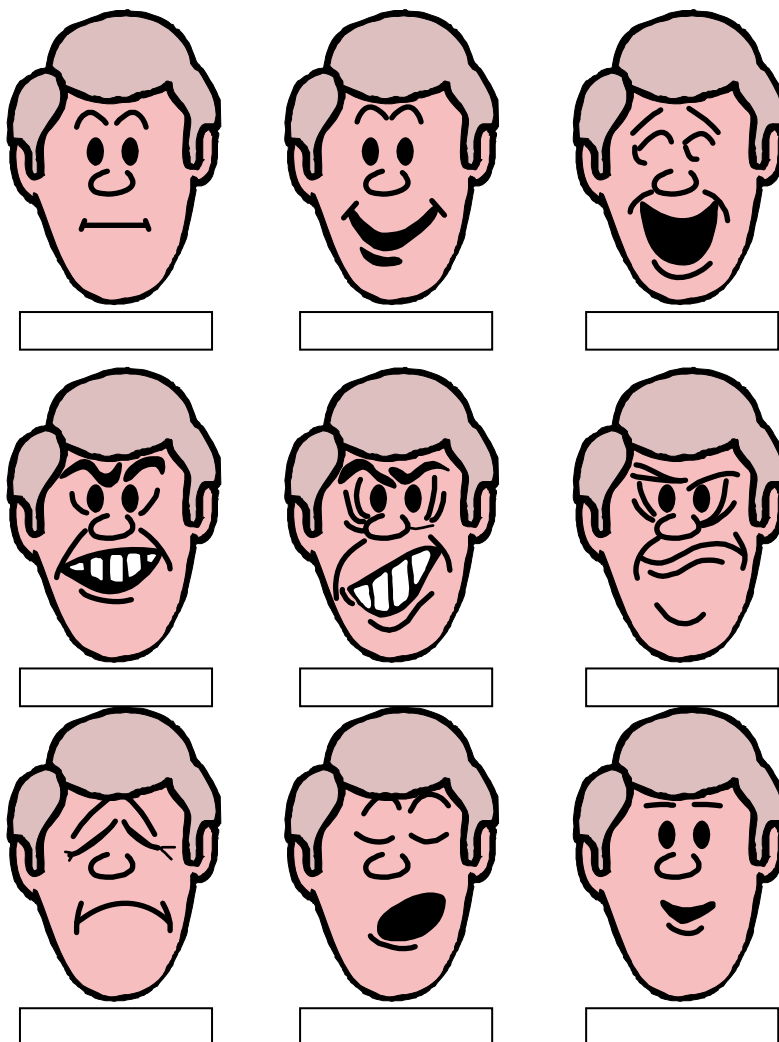
Facial expression:

Try and look helpful and happy as this helps the customer feel relaxed. Do not make faces at other students as usually some of the customers will notice!



Activity 14: Facial expressions

Examine the following faces and write in the box below what the expression communicates.



Practise with a partner making a facial expression that is open, welcoming, approachable and friendly.

Gestures and body language:

- Make customers feel welcome.
- Stand upright and smile as this gives a very positive impression.
- Do not make rude signs at anyone - customers or other students.
- Don't slouch as this looks like you don't want to be there.

Dealing with problems and questions:

When listening to a customer's complaint or problem you should have a calm, but interested expression on your face. This is a time when a smile could be taken as a sign that you're not taking the complaint seriously, and could make the situation worse.



Activity 15

Think about the following behaviours and then enter the characteristics from the 'word bank' that you think the behaviours demonstrate.

Behaviour	Characteristic shown
Consistently turns up early with all the required equipment.	
Consistently arrives late and not fully prepared.	

Word Bank:

- organised
- uninterested
- responsible
- inconsiderate
- enthusiastic
- motivated
- punctual
- arrogant
- reliable
- pride in work done
- lazy
- careless

If you were going to employ someone, what characteristics would you look for and what behaviour would you expect?

Health and Safety

The safety of all who work in or visit an establishment should be foremost in the minds of everyone. A main part of an employee's work is to carry out procedures and comply with regulations which have been designed to encourage good working practices and to reduce the risks of injury to themselves and others. These regulations are also designed to make the working environment more comfortable and safe to work in.



Employer's responsibilities

Employers must, as far as reasonably practicable:

- Provide and maintain workplaces and systems of work that are safe and without risks to health
- Make arrangements to ensure safety and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- Provide information, instruction, training and supervision to ensure the health and safety of employees
- Maintain the place of work in a safe condition without risks to health and provide at least statutory welfare facilities and arrangements

These duties also include a responsibility to customers and others visiting the premises.

Employee's responsibilities (student's responsibilities)

As an employee (student) you also have responsibilities and must:

- Take reasonable care of your own health and safety
- Take reasonable care for the health and safety of other people who may be affected by what you do or don't do at work
- Cooperate with the establishment in the steps it takes to meet its legal duties
- Report to a supervisor any physical conditions or systems which you think are unsafe or potentially unsafe.

Safety points to remember:

- Be constantly aware of obstacles on the floor or in the corridors and remove them, returning them to their rightful place.
- Watch out for damaged floor coverings or torn carpets. It is very easy to catch your heel and trip over the carpet edge.
- Make sure electrical cables or wires never run across walkways. Always keep them behind you when you are working to reduce the risk of damage.
- Clean up spillages as soon as they occur. If grease is spilt use salt or sand to absorb the spillage before cleaning the area.
- If cleaning up spillages on floors, use 'wet floor' signs to warn people of the danger.
- Never handle electrical plugs with wet hands. Water conducts electricity which can cause death.
- Never use equipment that appears faulty or damaged. You are increasing the risk to yourself by doing so. Report the problem immediately and ensure equipment is repaired.
- Use a step ladder to reach the top of shelves. Never stand on piles of cases or boxes.
- If lifting a load, make sure it is not too heavy or awkward for you to move on your own. If you need help, ask. Back injuries are among the most common reasons for people having to take time off from work.





Clean up spillages as soon as they occur. If grease is spilt use salt or sand to absorb the spillage before cleaning the area.

If cleaning up spillages on floors use wet floor signs to warn people of the danger - this wasn't carried out in the picture below!!



Illustrations: © Crown copyright: The Health and Safety Executive

Review and Evaluation



Outcome 4

Review and evaluate own contribution to the event.

Now that the event is over you need to reflect on how you feel it went, and also what you think you could have done better before and during the event. You will look at your own strengths and weaknesses as this will help you understand how you could improve your own performance.

We all like to be praised for doing a good job. However, taking advice and feedback on how we can improve can be a different matter! Yet the fact is that it is not possible to go through life without taking some advice and feedback from others. Accepting advice and feedback from your tutor in a positive fashion will almost certainly help you to learn new skills a lot quicker. You will also get feedback from members of your team.

It's important to emphasise that any advice and feedback you are given by your tutors will always be constructive: helping you to improve what you are doing.

Learning to take constructive advice and feedback in a positive way is not only an important attitude to develop for this Unit but in many other areas of your life as well.

Unit Questionnaire

This questionnaire is designed to help your lecturer find out how you feel about this unit.

You don't need to put your name on this questionnaire.

Instructions: Please complete this form by placing ✓ in the most appropriate box.

Unit Title:				
Lecturer's Name:			Date:	
		Strongly Agree	Agree	Disagree
1	The induction to this unit was helpful.			
2	My teacher/lecturer helped me through this unit.			
3	The resources and equipment were suitable.			
4	All Health and Safety information and practices were effective.			
5	My teacher/lecturer prepared me well for assessments.			
6	I was given constructive feedback.			
7	I was kept informed of my progress regularly.			
8	I enjoyed this subject.			

Please add any comments you feel are important to make this subject better:

--

Thank you for completing this questionnaire.

Glossary of Terms Used in Introduction to Events

Term	Meaning
Condiments	seasoning for food; salt, pepper, mustard etc.
Crudités	a selection of raw vegetables, often served with a dip
Food order/requisition	a sheet used to order all food items required for food production which is then passed to storekeeper who will organise for the food to be delivered from the suppliers.
Salvers	silver trays for presenting food such as sandwiches or meats
Stillroom	an area used to prepare and provide food items and equipment which are not catered for in any other department (coffee, hot cupboard)



Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY