



Scottish Further Education Unit

Skills for Work: **Hospitality** **Intermediate 1**

Working Front of House



Support Material

August 2007

 scotland's colleges

Acknowledgements

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Hospitality: Working Front of House (Intermediate 1)

F19J 10

Introduction

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Class Sets

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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 *Working Front of House* 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 *Working Front of House* 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, as is guidance on the practical activities which will form the major part of the unit.

The **Student Support Section** contains activities and student notes covering all Outcomes.

Finally, the Student Support Section contains a **glossary** of some of the less familiar words which are used working front of house.

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: Working Front of House (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

Carry out a range of table settings for specified styles of service while working as a member of a team.

Performance Criteria

- a) Select all equipment required to correctly undertake specific place settings.
- b) Correctly carry out the specified setting for the given number of customers.
- c) Co-operate with others in the team to complete specified settings.
- d) Complete the activity complying with current health and safety and food hygiene procedures.

Outcome 2

Carry out a range of selected service styles while working as a member of a team.

Performance Criteria

- a) Serve a range of food and drink items for a variety of food and drink styles.
- b) Carry out service with an open and positive attitude.
- c) Collaborate with others in a team to achieve effective service.
- d) Clear crockery, cutlery and glassware correctly and appropriately to the style of service.
- e) Carry out a cash transaction and calculate change.

Outcome 3

Demonstrate effective customer care practices in front of house operations.

Performance Criteria

- a) Identify customers' needs correctly.
- b) Respond to customers' needs effectively.
- c) Interact with customers in an open, helpful, positive and welcoming manner.

Outcome 4

Identify the importance of customer care.

Performance Criteria

- a) Identify the effects of poor customer care to the business.
- b) Identify the benefits of good customer care to the business.

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 either in a training restaurant, realistic working environment or workplace, 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 the effects of good and poor customer care to the business.

Outcome 1: Performance Evidence

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

- select all equipment required to undertake specific place settings
- correctly carry out the specified setting for the numbers given
- complete the activity complying with current health and safety and food hygiene procedures.

Styles of Service:

Buffet style service, one-course seated meal, plated or tray service (counter service) for food and drink.

Candidates will be required to identify and select the correct crockery, cutlery and glassware for the place settings for each type of service on at least one occasion.

An assessor observation checklist must be retained to provide evidence of performance.

Outcome 2: Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- serve a range of items for different food and drink service styles
- carry out service with an open and positive attitude
- collaborate with others in the team to achieve effective service
- clear crockery, cutlery and glassware correctly appropriate to the style of service
- carry out a cash transaction and calculate change.

Styles of Service:

Buffet style service, one-course plated meal; plated or tray service (counter service) for food and drink.

Candidates will be required to carry out each of the three styles of service on at least one occasion.

Candidates will be required to carry out a cash transaction and calculate change on one occasion.

An assessor observation checklist must be retained to provide evidence of performance.

Outcome 3: Performance Evidence

Candidates will be required to demonstrate that they are able to:

- identify customers' needs correctly
- respond to customer needs effectively
- interact with customers in an open, helpful, positive and welcoming manner.

Candidates will be required to participate in at least two customer interactions, one of which should relate to working in reception or reservations.

An assessor observation checklist must be used to provide evidence of performance.

Outcome 4 — Written/oral Evidence

Evidence for this Outcome should be delivered in supervised, open-book conditions. Candidate responses should demonstrate that they have knowledge and understanding of the effects of good and poor customer care to a business.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2, and 3, and an example of an assessment to test knowledge and understanding. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

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:

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Tutor Support Section

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

The *Skills for Work Unit Hospitality: Working Front of House Intermediate 1* provides a broad, experiential introduction to the type of work undertaken by front of house staff, specifically the skills required to undertake food and drink service in a number of styles, and the customer care skills needed for a variety of front of house roles.

The specific aims of this unit are to:

- Correctly identify and carry out a range of table settings
- Correctly select appropriate equipment for specific styles of service
- Carry out a range of service styles appropriately
- Comply with all relevant health and safety requirements while working front of house
- Work cleanly and tidily and maintain a clean and clear work area
- Co-operate with others in the team to achieve effective service
- Serve correctly a range of food and drinks, using a variety of styles
- Clear crockery, cutlery and glassware correctly and appropriate to the style of service
- Identify and respond to customers' needs effectively
- Interact positively with customers in an open and welcoming manner
- Develop a team working ethic
- Correctly undertake a cash transaction
- Proffer correct change if appropriate
- Undertake a restaurant reservation or cancellation appropriately.

Unit Induction

Centres should ensure that a comprehensive induction to the Unit is given, which will enable students to understand fully what they will be learning, the approaches to be used and how they will be assessed. In addition you will need to familiarise them with the working and operational requirements of a professional restaurant, the staff involved and the tasks expected of them, prior to the practical sessions.

This would be an appropriate time to highlight the value of developing sound employability skills and to explore what this means to the students in the context of the unit. In particular, and due to the nature of the activities in this unit, the importance of personal hygiene, appearance and customer care should be stressed at this time and applied vigorously throughout. The dress code for working front of house should be covered at this stage.

Delivery Model

All practical activities in this Unit should be carried out under supervision either in a training restaurant, realistic working environment or workplace.

It is suggested that practical activities are kept to a maximum of two hours. After the initial induction to the unit, the two hour session can be developed as:

- 30 minute set up
- 60 minute service
- 30 minute clear, clean and reinstate room

Students should be shown, and encouraged to undertake, a system of *clear and clean as you go*.

Where the unit is being offered in the workplace, the organisational parameters of the establishment will apply.

It is recommended that the issues surrounding **customer care** are covered prior to the practical exercises as this element will run through each of the activities on service delivery.

It is recommended that the **practical activities** be delivered in a **holistic** manner although there are opportunities to develop the skills needed in stand alone activities (this may be the preferred method of delivery in sessions on personal hygiene and acceptable appearance and dress code for working front of house). A holistic approach can also be used when assessing Outcomes 1 to 3, as individual sessions offer opportunities to fulfil several elements of each of the styles of settings and service, while developing and demonstrating effective customer interaction skills.

Learning and Teaching Approaches

Tutor led theoretical input should be kept to a minimum - the focus should be on experiential learning. Allowing students to be involved in their own learning is a rewarding experience for both tutor and student. Tutors can guide the students towards thinking about what they are doing, how they are doing it and why. By structured discussion and questioning you can check the students own learning and understanding and formalising it in an overall summing up of the outcome of each task. Each activity should involve discussion related to actual workplace practice.

It is strongly recommended that students taking this Unit as part of the *Hospitality Intermediate 1* course complete a **log book**, diary or similar structured worksheet to track their involvement in activities and to evaluate their own work and their progress throughout the unit. A **folio sheet** is included at the NAB for this Unit for this purpose and should be issued to students after each practical session.

All the practical activities in this Unit are relatively basic, but each will involve some specialised resources. Where centres do not have all the required equipment there may be some mileage in establishing links with your centre refectory or other local establishments.

Every effort should be made to allow the students to learn using a variety of experiences. Practical activities should be designed to enhance the students' awareness of a working restaurant and they should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. The development of correct working practices - which meet both organisational and legislative health and safety policies and procedures - must be demonstrated and emphasised. Young learners should be given clear instructions for each task and be fully aware of the standards expected of them.

Every opportunity should be taken to involve the young learner in working with others as a team member in the restaurant. If the group is large enough there may be opportunities to practise their customer communication skills with each other, to give confidence before facing real customers. Good working practices will be developed as a result of working cooperatively with others while undertaking the activities in the support pack. They should be encouraged to perform these activities while conducting themselves in an appropriate manner.

Remember that as part of the employability skills element of the course it is important that the students are encouraged to set their own goals and seek advice on how to build confidence and competence. They should further be encouraged to self-assess and evaluate their own work, and as they progress through the unit, be given appropriate opportunities to peer evaluate work.

Delivery Model

The minimum requirement for 'front of house' dress code should be:

- Plain black trousers or skirt, although trousers are acceptable for both sexes – clean and well pressed.
- White shirt, blouse or polo shirt - clean and freshly ironed.
- Plain black socks or tights - clean with no obvious holes.
- Black shoes - smart, clean and well polished.

In some establishments the standard may be supplemented by the wearing of ties, aprons and waistcoats. What is important is that the students look and feel professional in their approach.

Students will also need to be issued with clearing cloths – clean, preferably white, and cloths to protect hands from hot plates. Centres will need a supply of these which must be laundered, and kept in pristine condition.

The young learners must be encouraged to dress and act appropriately, and in keeping with the establishment rules at all times.

Personal Hygiene

Relating to hygiene can be a difficult issue when dealing with young learners, but it is important to address it given the nature of the work that they will be doing in this course. There are activities in the Student Support Section which can be used to heighten awareness of the effects of good and poor hygiene, both workplace and personal.

During Unit induction it is important to stress that regular showering or bathing is a must. When a student feels clean and looks clean, they will look professional; this will enhance their self worth and esteem.

Stress that in working with the public, their smile is very important, so clean, healthy teeth are important, with regular dental checkups. Caring for their teeth should resolve any problems of bad breath.

Health and Safety

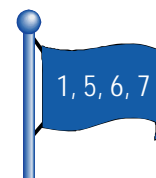
Every opportunity should be taken to integrate knowledge of health and safety legislation in real situations. Simulated activities should be arranged which clearly demonstrate the risks and hazards which the students may find working in a restaurant.

The emphasis must always be on safe, hygienic working practices at all times. There are activities included in the Student Support Section which may be used to raise awareness of safety issues in the restaurant.

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.


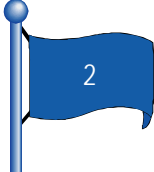


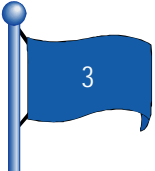
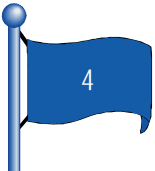

1	Positive attitude to workplace and learning	6	Working cooperatively with others *	11	Confidence to seek feedback *
2	Awareness of the importance of good timekeeping and attendance	7	Self respect and showing respect and consideration for others *	12	Self review and evaluation
3	Appropriate appearance *	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

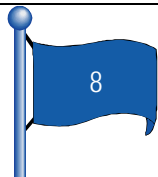

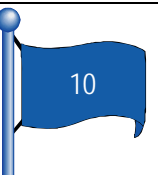
* Indicates where opportunities exist to identify achievement during the delivery and assessment of this Unit.

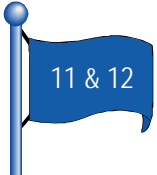

Guidance on Integrating Employability Skills

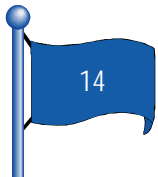
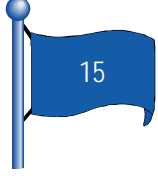
You will find or create countless opportunities to help students develop employability skills. Here are some ways of going about it to get you thinking!

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 applying feedback asking questions persevering with a practical activity when initial results are discouraging carrying out self-evaluation genuine participation in the review process quality checking their own work assisting others in their work practising specific practical skills discussions with tutor
 <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. They should be encouraged to be dressed in the appropriate uniform, and have any required equipment, as well as be on time for the start of the lesson. 	<ul style="list-style-type: none"> turning up for class returning from breaks sticking to planned work schedules regarding timing of activities being prepared for the start of the activity, i.e. correct uniform, appropriate equipment

 <p>Appropriate appearance</p>	<ul style="list-style-type: none"> • It is important that students get a consistent message 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</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. 	<ul style="list-style-type: none"> • listening to instructions • asking questions • conversations with teacher/tutor and members of their team • co-operation with others re use of equipment, materials and workspace • interaction with customers
 <p>Ability to work in a team Working cooperatively with others Respect for self and others</p>	<ul style="list-style-type: none"> • Get individual class members into the habit of working as a member of 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 • carrying out table settings • sequencing of work • serving and clearing • carrying out cash transactions • planning and preparation
 <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 should be introduced during the Unit induction and reinforced during delivery of the Unit. • 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 basic risk assessments • wearing appropriate uniform • safe use of equipment • safe use of materials • using a 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 basic risk assessment • wearing appropriate uniform • correct selection equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace

 <p>Confidence to seek feedback</p> <p>Self review and evaluation</p>	<ul style="list-style-type: none"> • Closely allied to checking their own work are the skills of identifying own strengths and weaknesses and identifying learning points from practical experiences. Students can be helped to do this 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 tutors have found it helpful to quiz students about their performance as they carry out the tasks, and also to encourage them to seek feedback from their peers. 	<ul style="list-style-type: none"> • carrying out self-evaluation exercises • completing log sheets • peer assessment and review • evaluating the quality of their product • action planning and setting goals • identification of next steps • discussions with teacher/tutor 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 internal customers. Are the students always aware of this and do they treat them accordingly? 	<ul style="list-style-type: none"> • interaction to be encouraged; where opportunities exist 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"> • The skill of multi tasking can be developed when the students 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. 	<ul style="list-style-type: none"> • encouraging set schedules for the jobs in hand. • plan of work to be undertaken for complex tasks. • encourage the young learner to see the whole picture - reminding them that there will always be clear and clean up. • encourage prioritisation of tasks
 <p>Flexibility and adaptability</p>	<ul style="list-style-type: none"> • 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"> • responding to unexpected situations as they arise • responding to changes in customer requirements.

Resources

In order to deliver this unit to the appropriate standard, centres must ensure that facilities exist which will enable students to experience and work in surroundings which are suitable. The ideal is a training restaurant.

Resources should include:

- Use of suitable areas where food service skills can be delivered and demonstrated
- Supply of sufficient tabling and chairs
- Table linen or other table coverings, and a supply of waiters' cloths
- Plentiful supply of commercially acceptable crockery and cutlery
- Plentiful supply of appropriate glassware
- Reception area or bar fit for purpose
- Area and equipment suitable for the set up of buffet service
- Use of telephone
- Cash register or similar.

Use of Visits

Where it is possible, giving students the opportunity to visit various outlets can be invaluable, if expensive.

Visiting speakers can be an alternative way of building enthusiasm in the student. This works particularly well if a past student can be encouraged to visit and give input in an informal but structured way. Local restaurant owners may be persuaded to give talks/demonstrations to the student body, if a visit is not possible.

Web Resources



An increasing number of **hotels** and **restaurants** now have their own websites, and students can be encouraged to access these to glean information on [menu](#) content, style and market.

It is not possible to include **local businesses** here but, national websites which may be of value include:

Edinburgh's Best Restaurants

www.edinburghsbestrestaurants.com

Hotel Review Scotland

www.hotelreviewscotland.com

Guidance on Student Activities and Sample Responses

A range of activities covering the Unit outcomes is given in the Student Support Section of this pack. Although they are shown in the form of activity worksheets, tutors should use the resources in whatever way is appropriate to the group. For example, they may be of value used as topics for discussion, observation checklists or recall exercises.

Sample responses are provided here for the initial activities in the Unit. Where model answers have been given these will reflect the range of teaching content of the unit.



Activity: Restaurant Risks

Encourage the students to look around the restaurant and at themselves.

Point out any examples of trailing hair, shoes not done up properly, pens placed in mouth or behind ears, cloths being thrown over the shoulder etc.

Discuss fully the examples given in the *Activity* and capture valid responses on a list.

On the next page you will find some of the teaching points that should be introduced. The list is not exhaustive and you will have other points you wish to add. As a follow up, simulated activities can be used to clearly demonstrate risks which can be found in the restaurant.

The Health and Safety at Work Act (HASAWA) should be introduced at a level appropriate to your student group. It is not necessary that students can quote the Act but it is important that they are aware of their responsibilities under the Act.

Students must at all times be encouraged to develop good working practices which meet both organisational and national health and safety procedures and policies. The emphasis must always be on the practice of working safely and hygienically and opportunities should be taken to integrate the required knowledge in a real context.

Risk	Might cause	Action
Trailing electric flex	Trips or falls, which could pull the appliance away from the socket with further risks.	Place electric appliances as close to the socket as possible. Cover flex with a cable tidy
Carrying plates that are too hot	Burns and scalds to you, your colleagues and your customers.	Make sure plates don't get too hot. Use a folded cloth to protect your hands. Warn customers that the plates are hot.
Long hair	Hairs can fall into food or onto the table. A customer could claim that the food is contaminated.	Make sure all hair is tied well back from the face.
Cloth thrown over the shoulder	Hair, dandruff or flaked skin could be caught and fall into food or onto the table. Apart from not looking good, a customer could then claim that the food is contaminated.	When not being used cloths should be folded and carried over the forearm.
Tables blocking the fire exit	Escape route being blocked in case of a fire. Risk to staff and customers' lives.	Point out to person in charge, and remove at once to a better place.
Plates cleared to the side table have been left piled up.	Apart from looking untidy, they may fall and could injure another member of your team.	Get into the habit of getting dirty plates through to the wash up area as soon as possible – clear and clean as you go.
Picking teeth, nose, hair, ears	Cross infection where your germs are transferred to the customer via the food.	Good personal hygiene and appearance to be encouraged at all times.
Food being served that is not hot enough	Food poisoning bacteria may not have been killed if the temperature was not hot enough.	Check that all hot food is served hot and cold food is served cold.

Activity: Say What you See!

Getting people to remember the detail of pictures is a tried and tested method of getting the group's attention! Try to show the pictures on screen and in colour.

The crucial point is to allow exposure to the picture for only 5 seconds.

The activity asks that, working in groups, they should record all that they **see** and what they **think** is going on.

Without letting the group know, time the length of time they take to arrive at their decisions and let them note the number of variations they have perceived both in what is seen and what they think is going on.

Capture all of the responses from all the groups.

The key teaching point here is the importance of **first impressions**. Groups will have been able to glean a lot of information very quickly. Based on this they will have made assumptions and formed impressions, just as customers do when they come into a restaurant - and they get a lot longer than 5 seconds to form their opinion!

Emphasise that:

- **the first impression is a lasting one**

and that:

- **you never get a second chance to make a good first impression.**

Activity: Face and Words in Unison

Possible Responses:

1. **I'm happy at my work, I am pleased to be here, I like my job**
2. **I'm here, I'm not really fussy, I can't be bothered, the job's OK**
3. **I hate this, I'm fed up, I wish I wasn't here, this job is the pits**

Ask your group what they would think if they were a customer, and those were the faces that greeted them in a restaurant.

and:

What would they think if face 3 was saying '*Hello, I'm Anne I'll be your server today*'?!

Activity: You as the Customer

Arguably the most important factor in keeping ahead of the competition in most hospitality operations is providing excellent **customer care**. Some students in your groups may have part time work and it would be a good use of time to allow them to explain what training they have had in customer care. For those that don't have work experience, encourage them to tell of their experiences as customers.

Allow students to work in pairs to discuss their good and bad experiences before discussing as a whole class group.

It is almost 100% certain that all the good and bad experiences they report can be traced to staff and people and the key teaching point here is that customer care depends on **people**.

- People are our customers, and they don't have to come to our establishment. They have the right to choose, and if they don't get the attention and service they want you will never see them again.
- We can make customers want to come back by looking after them and treating them warmly in a friendly and professional way.

Extension Activity

You may choose to supplement the classroom coverage of customer care with some role play. This will very much depend on the composition of your groups and how confident individuals feel with this teaching method. Any participation should be on a volunteer basis.

Group discussion could be used effectively to introduce the concepts and reinforce the reasons why it is important to get it right first time.

In the discussion following the role play elicit from the group how they would have felt if this had happened to them. The students who take the role of the customers must be encouraged to explain how this made them feel.

- Would they consider going back to the same restaurant?
- What was the impression they got of the restaurant?
- With the telephone interaction - would they still have been able to make a judgement on the type of place?

It would probably be best, at least in the beginning, if the tutor played the server's role as you will have to model the bad practice that you want them to comment on. Students may then volunteer to re-enact the scene showing good practice. You will need to brief the students who are taking on the roles. Some improvisation will be needed!

Role Play One: On the telephone

Setting: Lang Spoon Restaurant

The tutor takes the role of the receptionist and the student is Peter or Petra Pepper.

After a long time with the 'phone ringing:

Receptionist
(chewing gum at
the same time)

“Hello”

Customer

“My name is Peter/Petra Pepper, is that the Lang Spoon?”

Receptionist

“The Lang Spoon? Aye, that’s us!”

Customer

“I’m just phoning to make sure you have my booking. I had booked for five people but and now I want to make the table for six.”

Receptionist

“Who did you say you were?”

Customer

(A bit louder) “Pepper”

Receptionist

“OK there’s no need to shout. Your booking is for six o’clock, I can see it now in the book.”

Customer

“Yes that’s right but I’ve booked for five people and now I want to make it six.”

Receptionist

“OK (with a sigh) now you want me to make it for six people?”

Customer

“Yes please.”

Receptionist

“OK that’s six people, six o’clock today.”

Customer

“No, the booking is for tomorrow.”

Receptionist

“What do you mean - tomorrow?”

 **Role Play Two: Face to Face**

Setting: Lang Spoon Restaurant Reception - i.e. the first point of contact.

The tutor takes the role of the receptionist and the student is Peter or Petra Pepper.

Customer “My name is Peter/Petra Pepper, I have a table reserved.”

Receptionist “How many for?”

(unsmiling and “When did you reserve this?”

severe) “Who did you speak to?”

 “Are you sure you have the right place?”

 “No - you definitely don't have a table booked.”

 “We're full!”

- Now ask the group to describe their impression of the type and style of the restaurant they have just seen and heard.
- Would they be likely to visit there again?
- Would they recommend it to friends?
- Was the interaction in any way customer friendly?

Groups can now be encouraged to re-write and re-enact the scripts of both the interactions, making sure that the emphasis is on the **customer care 'four P's'**. (See handout in Student Support Section.)



Activity: First Impressions

Responses could include:

- clean and tidy
- well organised
- comfortable seating if there is a waiting area
- smartly dressed staff
- staff that greet you as soon as you arrive
- friendly and approachable staff
- somewhere for coats that looks secure
- quiet music
- being offered refreshments
- not being left waiting for someone to attend to you.

The reception area in any restaurant is the focal point and is very often the first point of contact between the customer and the restaurant. It is important that the students are aware that impressions are made by customers within a few seconds and allow them to decide either to come in and enjoy your restaurant or to leave.

It is therefore very important that the first impression they make is a great one!



Activity: On Reception

This activity is designed to get the students thinking about the qualities front of house staff should have and to let them know what is expected of them.

Qualities should include:

- reliable
- pleasant
- polite
- friendly
- clear speaker
- good listener
- well organised
- clean and tidy appearance
- confident
- welcoming
- cheery

Unacceptable qualities could then be brought out as definite no go areas:

- unreliable – lateness, absence etc
- rude
- impolite
- unfriendly
- mumbling
- disinterested
- disorganised
- surly
- dour

Stress both:

- the impression that this will give customers
- the effect on co-workers.



Activity: Telephone Skills

This is an activity with tutor support. It is designed to raise the students' awareness of what is acceptable and how they should present themselves on the telephone.

You should aim to highlight the positive effect that developing good telephone skills will have both on the student's own confidence, and the customer's perception of the restaurant.



Activity: Cash Handling

Resources:

'Cash' floats

Check/order pads

This should be approached as a practical activity with tutor support.

The activity is intended to give students practice in an important area of working in reception and the duties involved. Ideally, real cash should be used, with the students accepting the responsibility for checking the float out and back again.

Where you have access to your refectory it may be possible for students to shadow a cashier for a period and to take cash and tender change under supervision.

Students will need to be supplied with check pads and the format of these will need to be demonstrated. Explain that they will be involved in taking orders for the pre-plated style of service. Order pads may also be needed to demonstrate the skill of compiling a non standard bill.

A valid learning point can be made by asking the group how they would feel if the change they had been given was not correct or if their bill had not been totalled correctly. Capture their reactions, and make the point that customers would leave feeling exactly the same way.

Although not a requirement for the unit, you may wish to discuss other ways of making and processing payments.



Activity: Customer Feedback

Discuss here the various methods that businesses use to collect the views of their customers, not only on the service they provide, but on the people and staff who are serving customers.

- Supermarkets use **customer comment forms** - this is to gauge how well their customers' needs are being met.

Complaints give the business a chance to put things right.
Good comments regarding members of staff can be used as a way of offering incentives to staff and are often linked to bonus schemes.

- Restaurants may use **table top 'tent cards'** to allow guests to record their views. This will also gauge the level of satisfaction of the guests. The problem here will be if the comments are negative and the customer has already left.
- **Customer questionnaires** – most often seen in hotel bedrooms. Again customers are asked to record their views of the service, the cleanliness, the standard of the food etc. Often, again, names of staff who made a good impression are requested.
- **Asking** the customer while they are still in the building – for Intermediate 1 students this will probably be the widest used response, and is perfectly valid. It gives the customer an opportunity to discuss any comments or complaints with the staff there and then. It is the easiest to action and therefore should be the most satisfactory.

A key teaching point here is that generally **very few customers will complain directly**. Often they are too embarrassed, or they just don't like to complain.

- This holds true until they are speaking to friends, relatives and colleagues. **If customers have a complaint about anything in a restaurant they will tell on average 12 to 15 other people. That means 12 to 15 other potential customers you will never see.**
- **When customers are happy with the food and service they have received they will happily tell 4 to 6 others. So we have 4 or 6 potential customers.**

Emphasise that it is everyone's responsibility, including the students', to make sure that the customer leaves without any complaints.

Another aspect worth discussing is that even customers who do complain can still be retained, provided they feel that their complaint has been dealt with in an appropriate manner.

- **95% of complaining customers will return to a business when they see that the business has dealt with the complaint.**

Any and every complaint should be dealt with there and then, and the customer should never be allowed to leave feeling aggrieved or dissatisfied. Encourage students to communicate with their customers and discuss why they must not take complaints personally.



Getting it Wrong – the costs

The next 3 activities are designed to stimulate thoughts on the effects of good and bad customer care, and, how this can affect a business.

Possible responses:

Effect on the business	Effect on the staff
<ul style="list-style-type: none">• people don't come back• they tell their friends, so the restaurant doesn't get new customers• bad publicity• staff will be unhappy and leave• takings will go down• the restaurant might close	<ul style="list-style-type: none">• customers complain which makes working there unpleasant• hardly any tips• the restaurant will be quiet and staff will get bored• staff will leave• they will lose their jobs if the restaurant closes

To illustrate how companies, both large and small, view the positive effects of customer care, your groups may be directed to any of the following websites:



www.latasca.co.uk

www.littlejohns.co.uk

www.howies.uk.com/

www.frankieandbennys.com

Encourage them to discover the differing ways the companies have of selling good customer care.



Activity: Putting Things Right

How can you change all this? Here are some of the effects of poor customer care and what a restaurant that was better at customer care would do.

Effects of poor customer care:	Good customer care would:
Customers don't look happy	Try to find out if it is something the staff could help with or fix. Use some type of evaluation.
Customers complain	Make sure everyone is happy with standards of food and service. Always make sure that any complaint is dealt with quickly and to the customers' satisfaction. Apologise and mean it!
Customers feel they don't want to use your establishment	Make sure every opportunity you have to communicate with a customer is a positive experience for both you and them. Train staff in good communication methods both face to face and on the telephone.
Customers won't come back	Look after every customer personally Make every customer feel important and valued. Encourage customers to book again.
Without customers the business could fail	Realise that the customer is the business, and that without them everybody could be out of a job.



Getting it Right – the Benefits

Possible responses:

Benefits to the business	Benefits to the staff
<ul style="list-style-type: none">• people come back• they tell their friends so the restaurant gets more business• good publicity• more customers means more money• happier staff means they stay longer and work as a team• the restaurant might expand	<ul style="list-style-type: none">• customers don't complain• better tips• if the restaurant is successful wages might be better• more job satisfaction – happy staff• if the restaurant expands there might be more job opportunities

You may wish your student group to undertake the Assessment for Outcome 4 before starting on the practical activities.

Practical Activities

These are practical sessions covering the range of styles of service appropriate for the Unit.

Table Settings

It is recognised that some students will find the concept of cutlery setting and indeed eating at table daunting. Careful handling of these situations is required. Some will know and be able to describe the service details of every fast food outlet in the area! It can be explained that this is in fact very similar to counter service, where the food is pre-selected.



Activity

Show that their prior knowledge is valuable by encouraging your group to establish exactly what is on the menu at McDonald's. Create a list of everything your group can remember or visit their website:

<http://www.mcdonalds.co.uk/>

On reflection your group can be directed to the fact that most if not all of the food offered in fast food outlets can be eaten with either fingers or a fork only. It should be emphasised that eating with fingers is not only acceptable but the most effective way of eating some types of food. However the nature of some foods makes it impossible to manage without cutlery.

Discuss with your group the **cutlery** used to eat:

food	cutlery
soup	spoons
spaghetti	spoons and forks
whole corn on the cob	fingers/corn skewers
minced beef and creamed potatoes	fork
grilled steak and chips	fork and knife
pastry sweets	spoon and fork
custards and other milk puddings:	spoons
ice cream sweets served in a tall glass	spoons, perhaps a tea spoon

The teaching point here is that the type of food dictates in the main the cutlery needed to eat in an acceptable manner.

For each style of service there may be a house style for place settings and so the settings shown in the Student Support Section are for illustration only.

Here the message and the teaching point is that the customer may need all or some of this cutlery, and for ease of service it is all on the table before the start of the meal. The emphasis should be on ensuring that all crockery and cutlery placed on the table is clean. To make sure it is clean, all cutlery and glassware will be steamed before placing onto the table and all crockery checked for cracks and chips, then wiped and polished using a **waiter's cloth**.

It is crucial that the students see a full setting, and appreciate where each of the pieces of cutlery is positioned. It can be explained that the full setting may only be used occasionally in the unit.

At this level we will only be concerned with basic cutlery and its use. No knowledge of specialised cutlery and its use is required.

Beverages

With on-going changes to Licensing Regulations and the introduction of *Serve Wise*, it is important that students under the age of 18 do not participate in the service of alcohol.

www.alcohol-focusscotland.org.uk/ourservices/servewisetraining.asp

While the whole student group may be allowed into licensed premises, those under the age of 18 should not be allowed to take part in any activity which could contravene local authority licensing regulations.

In some cases this would prohibit a student under eighteen even delivering alcohol to tables, or indeed collecting empty glasses.

It is probably in everyone's interest that where drinks are referred to in this Intermediate 1 Unit they are taken to mean non-alcoholic drinks and beverages.

Clearing Cutlery, Crockery and Glassware

Time should be taken to demonstrate the correct style of clearing, involving the server moving around the customers.

Encourage students to wait until all members of the party have finished eating before starting clearing!

At this level, and given the possibility of younger learners, an acceptable performance would be clearing two plates, one in each hand where the cutlery remains on the plates. These plates can then either be carried to a side station or

side board or delivered directly into the wash up area. The maximum realistically would be four plates i.e. two journeys.

Where more than four covers are to be cleared at one table, students would be expected to work in teams.

More able and advanced students can be shown how to pile and stack plates, but this does not form part of the performance criteria.

Basics:

- Plates and cutlery should be removed together from the right side of the customer. Never allow students to remove the cutlery from the plate before removing the plate.
- Students should avoid stretching across the customer.
- Never allow students to ask the customer to pass plates.
- When clearing, piling plates and cutlery on top of each other is to be strongly discouraged.



Buffet Service

Explain the point that the cutlery the customer will need will depend on the dishes being offered on a **buffet service**.

Generally speaking a folded napkin with a joint knife and fork placed to the left of the cover is all that is required.

If there was no soup on the buffet there would be no need for a soup spoon. If a selection of sweets were on offer then the dessert spoon may be needed.

Again depending on the style of service, cutlery may be wrapped into a napkin and available on the table or the customer would lift the cutlery from the service point before sitting at table.

This practice is perfectly acceptable but since students must be offered every opportunity to meet the criteria it is recommended that a pre-laid setting is used.

An acceptable setting is shown in the *Student Support Section*, and should be recognisable as a standard informal setting.

With this style any additional cutlery required would be taken to the customer, i.e. when sweets are ordered a sweet spoon and perhaps fork would be laid.

Impress on students that any cutlery taken to the table when customers are sitting should be placed onto a liner plate and taken to table.



Buffet Question and Answers

1. Why it is important that you know the main ingredients of every dish?

- Some customers may have special diets, or cannot eat certain things, so it is important that you should be aware, so that you can tell the customers.

Examples might include:

- Dishes suitable for vegetarians
- Customers with allergies to nuts, wheat or dairy products

2. Why is it important that you know some basic [accompaniments](#)?

- Makes it easier to have the accompaniments ready before someone asks
- Shows the customer you know your job
- Your customers don't have to ask, as you will be ready and offer them

3. Why is it important that you serve the customer when you are offering sauces and accompaniments?

- Shows a willingness to serve your customers
- Keeps the tables tidy, because you take everything away after serving
- Shows your customers that you care about them.

You may find it valuable to issue each student with an 'Accompaniments Table' and as another dish is served (in the Activities which follow), encourage the students to record the suitable accompaniment.

Menu Items	Sauces or accompaniments to be offered
any salad dish	mayonnaise or salad dressing
hot roast beef	horseradish sauce
hot roast lamb	mint sauce or mint jelly
pasta dishes	grated Parmesan cheese
steaks or other grilled dishes	mustard

A copy of this form is included at the end of the *Student Support Section*.



Plated Meal Service

It may be necessary for the students to take simple orders to practise this style of service.

Additional skills can be demonstrated, such as offering menus and water. Students should be shown how to carry the water jug to the table on a liner plate, and how to pour without touching the rim of the water glass.

Show that only after a reasonable period of time the students should approach the table again and ask: 'Are you ready to order?' or 'May I take your order?'

The phrasing is not the main issue, what is important is that the student approaches the customers in an **open** and **friendly manner**.

Students will possibly find that this is a difficult style to embrace, and it is suggested that orders for no more than four covers be attempted.

Students can be encouraged to prepare a map of the table, and write each order beside the corresponding person's table position, then copy the order onto an **order pad** ready to go to the kitchen.

The young learner will be aware of the meal which has been ordered and which has to be delivered to the customer. Armed with that information the student could supply the cutlery needed for the customers' use. Again that may be pre-set and in this case you would expect the student to remove unnecessary cutlery when the plate was delivered and served.

Only the satisfactory service of one plated meal is required to successfully complete this part of the Unit Assessment. However some of your more able students can be encouraged to extend the service to include meeting and greeting, giving menus and taking orders.

Team Working

When plated meal service is being taught and assessed it may be helpful to team students up.

Where two students are operating a table, each could be responsible for serving **one** of the courses, e.g.

Student 1 serving starters
Student 2 serving the main course.

Students would alternate on starters and main course according to the numbers or tables being served. Where sweets are also being offered they can be done as additional practice.



Meeting and Greeting

1. Why is **meeting** and **greeting** so important to a customer?
 - it shows the customers that you care about them
 - by smiling and being pleasant to the customers you are demonstrating that you are happy to serve them
 - you will find out the customers' names. You can then call them by name during their visit
 - it gives you a chance to build a relationship with your customers

2. So who meets and who greets?
 - it depends on the establishment, but remember that one of the receptionist's roles is to meet customers and make them feel welcome and valued so this is sometimes done by the receptionist, but the receptionist is not going to do the service so the waiting staff will always be encouraged to greet their customers too
 - when you meet your customers your greeting must sound and look sincere
 - remember the face you present must reflect what you are saying

Tip

Encourage students to think of ways to help them remember the sequencing of the 'meet and greet' part of table service.

Many
Good
Scots
Make
Waiting into
Real
Opportunities

You'll probably get a better mnemonic from your group!

Counter Service

It is first necessary to review the food and drinks which are to be available.

While some counter service styles will allow the customers to select their own cutlery, because of the evidence to be demonstrated the student should be encouraged to correctly select and carry out place settings, and every opportunity must be given to facilitate this.

During the practical activities which follow, the students should process a **cash transaction** and deliver the **correct change**. The method of delivering this will vary from centre to centre.

Presenting the Bill

To be as realistic as possible, students should compile the bill for the customer, and either the customer or the student can then take the cash and bill to the restaurant reception. The calculation can then be verified and the correct change computed. Some centres will instruct the student servers to take their copies of the food orders to reception and allow the on-duty receptionist to compute the bill, and where needed calculate the change required.

Where the student is making up the bill for the customer, this can be assessed as interaction with the customer in a positive way.

Student Support Section

Welcome to Working Front of House!

In this Unit, you'll be learning and practising the skills involved in working in a restaurant situation.

Apart from being great fun you'll have a chance to meet lots of different people.

The hospitality industry is the largest employer in Britain today and generates more money for the economy than any other.

Working in our industry is not easy, - it's hard work and you have to be able to think on your feet. Speaking about work, did you know that there are more vacancies in our industry than there are skilled people to fill them? So finding a job - if you can show you are good at it – should be a breeze!



Maybe you already work somewhere part time? Working through this unit will help you with new skills.

Like most other skills that involve people and equipment there are certain risks which you'll come across. You shouldn't worry too much about them, but be aware of any possible dangers and do your best to avoid any disastrous accidents. Your tutor will keep you right, and will sometimes make rules. Remember that these rules are to safeguard you and your customers so keep to them.

Customer care plays a big part in this Unit. This means you will learn skills which will make it a pleasure to serve customers well. In return the customers will keep coming back to your place, and over time you will see the benefits that good customer care brings, not only to the business but to the customer and to you.

In lots of ways, working front of house is like performing on stage and you will always have an audience. Most folk are bright enough to know when performers are faking it, and working front of house is no different! It's a great job and you should enjoy every minute of it. If you enjoy your work it will show and your audience, the customers, will see that. You'll be amazed at the response you get from others when you smile!

Enjoy!

Working Front of House – the risks

Working 'front of house' simply means you will be working in the area where the customers can see you. Generally speaking when you are in the kitchen you will rarely see your customers.

Being and working 'front of house' brings its own rewards, and one of the main things you will have to get used to is working where everyone can see you.

As with every job there are risks in the restaurant and your safety and the safety of the customers and other members of your team is very important.

The *Health and Safety at Work Act* is the law which protects you and your customers. The Act also makes it clear that you have a responsibility to protect yourself and others by acting in a professional manner at all times. It is your responsibility to bring any risks involving health and safety to the attention of your tutor.

 **Activity: Restaurant Risks**



If you spot something dangerous in the restaurant, such as something lying on the floor, then you would be expected to remove it, and with it the risk of someone falling and being hurt.

In your groups, try to think about the risks you might come across in the restaurant, write them down, and write down what you think could happen if they are not fixed. Then decide what action should be taken to minimise the risk.

A couple of examples are given on the next page to get you started.

Risk	Might cause	Action
Trailing electric flex	Trips or falls, which could pull the appliance away from the socket with further risks.	Place electric appliances as close to the socket as possible. Cover flex with a cable tidy. Remove any small appliances that are not in use.
Carrying plates that are too hot		
Your long hair		

Your tutor will discuss further risks with you.

Working Front of House – the Customers

Customers are the life blood of any hospitality job, and without them we wouldn't have jobs.

When you are in the restaurant, you must be aware of what you do, how you look and the way you speak to each other and to your customers. Treat every customer with respect, and you will get that back and more.

Your customers trust you to make their visit as enjoyable as possible, and, by working carefully and professionally, you won't let them down.

Customers come to us for a variety of reasons. They may come because they have heard that you give good food and service.

Do you think they'll come back if you don't?

It's never too early to start to think about your customers, so let's make a start.



Activity: Say what you See

You are going to see 2 pictures.



Working in groups, discuss what you see, and say what you think is happening.

Picture A



Picture B



Say what you See continued

You were able to take in a lot of information in just the few seconds you were able to see the picture.

No one had to say anything and so what you have just done is to show your expertise in understanding **non-verbal communication**. That important sounding term just means that nothing is said - but by just observing people's faces and actions you can get a clear message about what's going on and how they're feeling.

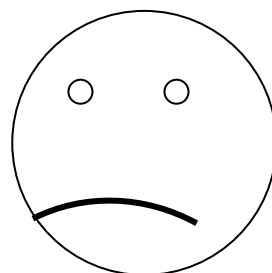
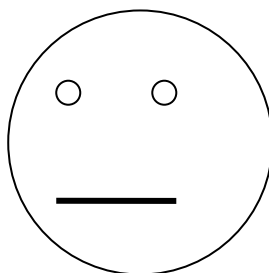
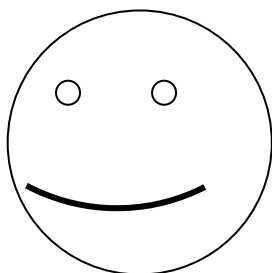
You can see from that activity that the first impression you give is a powerful one. In the restaurant, that's the one that's going to stay with your customers - so you have to get it right first and every time.

We mustn't allow our customers to take away impressions that are not good and positive.



Activity: Face and Words in Unison

Imagine the following cartoon faces are your waiter/waitress – what do you think they'd be saying if they could speak?!





Activity: You as the Customer

With a partner, describe one good and one bad experience you have had in a shop or restaurant. Explain what was bad about the bad experience and what made the good one good.

Make some notes here about you and your partner's experiences and then discuss your findings with the rest of the group.

Name of shop/restaurant	What made this experience bad?

Name of shop/restaurant	What made this experience good?



Activity: First Impressions



Remember that not all restaurants will have a separate reception area, but there is usually an area set aside where the customers are met and greeted before being shown to their tables.

Now imagine you are the customer.

Take a look at the reception area you have in your own restaurant and then complete this table.

Do this part on your own.



	Yes	No
Does the reception area look clean?		
Is the reception area tidy?		
Do you feel the reception area is welcoming?		

Now back in your groups, explain your answers and write down what your group thinks would make the reception more welcoming.

Try to get at least six points:

1.	
2.	
3.	
4.	
5.	
6.	



Activity: On Reception



Reception duty is one of the tasks that all front of house staff have to do at some time. What qualities do you think good front of house staff should have?

In your groups, discuss and list as many qualities as you can think of.

Here are a couple of examples to get you started:

- good clear voice
- smart appearance.

Answering the Telephone

Remember how we said that the first impression a customer forms is very important? Their impression of your restaurant can be formed before they even set foot in it! It can be formed when they phone to make a reservation, so it is really important that we all sound welcoming when we speak with customers on the phone.



Here are a few tips that all good receptionists use:

- Remember that the caller will need to know they are through to the right place. Therefore, a suitable opening greeting may be 'Good morning, Lang Spoon Restaurant, how can I help?'
- Listen carefully to catch the caller's name, and start to use their name as soon as you can. This makes the caller sure that you are listening to them.
- Remember that a smile can be transmitted through the phone - the tone of your voice will change when you smile. Try it!
- Give your caller your undivided attention.
- Always have a pen or pencil with a note pad ready to take messages.
- When you think you have all of the caller's details and message, check by repeating the details by way of confirmation, 'So let me just confirm that with you Mr Pepper, we have your reservation for this evening for six people at six o'clock'.
- Remember to close the call with a suitable friendly expression, 'Thank you again for calling Mr Pepper, look forward to seeing you then'.

Never:

- try to carry on more than one conversation at a time
- try to finish sentences for your customer
- sigh on the telephone - think of the message that sends
- be the first to hang up; it sounds very rude if you are on the other end.



Activity: Telephone Skills

With a partner, take turns in being the restaurant receptionist and a customer.



Discuss how you felt about what was said when you were the customer.

Cash Handling

A very important part of the job of reception in a restaurant, is taking the money! (In smaller settings customers may pay the waiting staff directly but either way you'll need to know the procedures for cash handling.)



Before customers leave the restaurant it will be the receptionist's responsibility to make sure that all charges have been **posted** to the bill and that the amount is totalled correctly.

The ways that you will have to do this can vary. Sometimes you will be handed the duplicate **checks** from the waiting staff for each table and it your responsibility to make sure that the right meals and drinks are charged to the right people.

Every restaurant is different, but here are things you may have to do:

- List and add up all the customer's charges and make out a total bill
- Compile the bill for standard charges
- Present the bill
- Take the customer's money, and place it by the till where the customer can still see it
- Count the money given
- Calculate the change to be given back
- Count out the change to the customer
- Give a receipt
- Put the money into the till or money box
- Record that sale
- Remember to thank the customer and offer to make another booking.

Remember too, that not all customers will want the others in the party to see or know the amount that is being paid.

One way of avoiding any embarrassment for your customers is to present the bill folded in half, with the corner where the total is shown folded back again.

It will look like this:





Activity: Cash Handling



Working in pairs, practise making up bills, then offer the bill, take the customer's cash and give him/her the correct change.



By this stage, you should have realised that the way in which we treat customers has a lot to do with whether they are happy and will come back or not!

All businesses need customers; if there are no customers there will be no business.

If there is no business there will be no jobs.

No jobs = no money

No money..... well – you can see the picture!

The big question here is how do we know our customers are happy, and if they are happy, how could we make them even happier?



Activity: Customer Feedback



Working again in groups or in pairs, think about how businesses get their customers to tell them what they think about the business, and if they are happy or not?

Make a list of as many methods as you can:

Here's one method to start you off:

- Supermarkets use a customer comment card.

Customer Care – the four P's



Polite, pleasant, personal and professional

Being **polite** takes very little effort and shows a caring nature. Just using a standard greeting like 'Good afternoon' shows that yours is a welcoming restaurant. However you have to make sure that what you say, the way you say it and the expression on your face all match! Smile when delivering the greeting. This works well, even on the telephone – you can hear a smile!

Pleasant: concerns the overall impression of the establishment and the people who work there. Keeping all areas cleared and clean and paying attention to your personal presentation makes for a pleasant experience, both for you, and the customer. No one likes to see, or work in, a muddle, where little care has been taken to keep things orderly and easily accessible. Personal presentation is very important since in many ways as far as the customers are concerned you **are** the restaurant.

Taking time and making the effort to be **personal** is not as easy as it sounds. You should remember that customers like a certain amount of personal attention – it gives them a good feeling to be recognised and wanted. Referring to customers by their name is a good example (although don't use first or given names unless the customer asks you to.) Using the standard Mr and/or Mrs is fine. During the meal ask if everything is satisfactory, and to their liking. The departure greeting is just as important as the arrival, and you should be sure to personally thank the customers. 'Thank you very much Mr and Mrs Pepper, I look forward to seeing you again' is an acceptable departure greeting which again displays the personal touch.

A **professional** attitude to customer care is when you put all this together and realise that customers don't have to come to your restaurant. They can, and do, pick and choose. Where they decide to spend their money will mostly depend on:

- the welcome
- how well they are looked after
- the standard of the food and service
- the personal touches - remembering names, likes and dislikes
- the staff and whether they appear always to go the extra mile.



Activity: Getting it Wrong – the costs

When a restaurant team doesn't care about providing good customer care all the time, things go bad for everyone.

What do you think the effects of poor customer care might be on:

- a) the business
- b) the staff who work there

Discuss in your groups and write down what you think here. A couple of examples are given to start you off.

Effect on the business	Effect on the staff
<ul style="list-style-type: none">• people don't come back	<ul style="list-style-type: none">• customers complain which makes working there unpleasant

Customer Complaints

Generally very few customers will complain directly. Often they are too embarrassed, or they just don't like to complain. However, once they get out of the restaurant it's a different story!

- **If people have had a bad experience in a restaurant they will tell around 12 to 15 other people. That means 12 to 15 other potential customers you will never see!**
- **When customers are happy with the food and service they have received they will happily tell 4 to 6 others. So we have 4 or 6 potential customers!**

The good news is that even customers who do complain can still be persuaded to come back – as long as they feel that their complaint has been dealt with well.

- **95% of complaining customers will return when they see that the business has dealt with the complaint.**

Every complaint should be dealt with on the spot if possible, and the customer should never be allowed to leave feeling unhappy.

Remember - happy customers have a direct effect on the success of the business. Unhappy customers who are allowed to leave unhappy, without you trying to put things right for them, will over time ruin your business.





Activity: Putting things right

How can you change all this? Here are some of the effects of poor customer care.

Discuss with your tutor and the rest of the class what a restaurant that was better at customer care would do.

Effects of poor customer care:	Good customer care would:
Customers don't look happy	
Customers complain	
Customers would feel they don't want to use your establishment	
Customers won't come back	
Without customers the business could fail	

Effects of poor customer care:	Good customer care would:	We must make sure that:
Customers don't look happy	<ul style="list-style-type: none"> • Try to find out if there is something the staff could help with or fix. 	<ul style="list-style-type: none"> • Customers must know that they will be well looked after. • They feel valued. • The customer is made to feel important. • Everything is OK by asking. If it is not, fix it!
Customers complain	<ul style="list-style-type: none"> • Make sure everyone is happy with standards of food and service. • Always make sure that any complaint is dealt with quickly and to the customer's satisfaction. Apologise and mean it! 	<ul style="list-style-type: none"> • Staff are always friendly. • Customers are made to feel welcome. • Customers get good food and service.
Customers would feel they don't want to use your establishment	<ul style="list-style-type: none"> • Make sure every opportunity you have to communicate with a customer is a positive experience for both you and them. • Train staff in good communication methods both face to face and on the telephone. 	<ul style="list-style-type: none"> • Every customer is treated as a friend. • We welcome them as you would friends into your own house. • The food and service is as good as you can give.
Customers won't come back	<ul style="list-style-type: none"> • Look after every customer personally. • Make every customer feel important and valued. • Encourage customers to book again. 	<ul style="list-style-type: none"> • Customers leave feeling well looked after. • Customers tell their friends how good it was!
Without customers the business could fail	Realise that the customer is the business, and that without them everybody could be out of a job.	<ul style="list-style-type: none"> • We treat the customer as we would wish to be treated ourselves – or better!



Activity: Getting it Right – the benefits

When you and the rest of the restaurant team are providing good customer care all the time, things are pretty good for everyone.

What do you think the benefits might be to:

- a) the business
- b) the staff who work there?

Discuss in your groups and write down what you think below. A couple of examples are given to start you off.

Benefits to the business	Benefits to the staff
<ul style="list-style-type: none">• people come back	<ul style="list-style-type: none">• customers don't complain

The Good Restaurant Receptionist's Guide to Customer Care

- Smile!
- Treat every customer like a VIP
- Never be rude or abrupt
- Keep a pen or pencil handy to take reservations or cancellations
- Always make sure you get a contact telephone number from customers
- Pass on to the supervisor any changes to tables etc
- Be accurate with your addition when completing bills
- Take care when giving change - count it out in front of the customer
- Always ask your tutor or a member of staff if you are not sure about something
- Offer to take another booking for the future
- Smile and wish customers a safe journey home
- Hold the door open when the customer is ready to leave



Practical Activities



Practical Activities are the biggest part of this unit.

Remember that part of this unit is about showing that you can demonstrate all of the employability skills that hospitality employers say they would like all new staff to have. Your tutor will be assessing you on these as you work through the Activities, but one thing you must do after each session is to take some time to look at the way that service was carried out, what your part was, and to think of ways in which you could have improved your performance. This is called **self-review** and forms a big part of Employability Skills.

Sometimes you'll also be asked to say how you felt other members of the team did their work. If they were good, what you could learn from working with them?

You tutor will give you a **folio sheet** to record this information on, and it will be kept and become your **logbook** or **portfolio**.

Buffet Service

Notice that, with this style of service, the food is laid out and the customer chooses the food they want, so you do very little actual service. With a buffet style there are usually no menus, since the customers can see all of the food on offer.

You may at some point be asked to assist the customers to serve themselves. This can take the form of showing the customer what is on offer and maybe explaining to them what each dish is, and what is in it.

Make sure you know of any sauces which customers might ask to be served with certain dishes.

Customers will pay, either when they choose the food they want, or at the end of their meal.

You will be responsible for:

- Showing customers to a suitable table.
- Making sure that the table is clean and cutlery is there for the number of guests.
- Offering to take any orders for drinks, serving water, and bread/rolls.
- Explaining to the customers how the food is being served and that they should go forward and help themselves.

Table Settings

The cutlery the customer will need will depend on the dishes being offered on a buffet service.

Generally speaking a folded napkin with a joint knife and fork placed to the left of the cover is all that is required.

If there is no soup on the buffet there will be no need for a soup spoon. If a selection of sweets is on offer then a dessert spoon may be needed.

Again, depending on the style of service, cutlery may be wrapped into a napkin and either available on the table, or the customer could lift this from a service point before sitting at a table.



Any additional cutlery required would be taken to the customer e.g. when sweets are ordered a sweet spoon and perhaps a fork would be laid.

Any cutlery taken to the table when customers are sitting should be placed onto a liner plate and taken to the table.

During the meal service:

- Check if your customers want any sauces or condiments
- Top up their drinking water, if they want more
- Don't be too quick to clear plates; remember they may want second helpings - that's the great thing about buffets!
- If your customers want second helpings you can either take the plate and cutlery away, or show the customer where they can collect clean plates. They may want to use the same plate and that's OK.
- You should then remove their used cutlery and replace it with clean
- Only offer to clear all the plates when you think that everyone at the table has finished eating.

Your tutor will show you how to clear the plates. You will do this for each of the courses your customers choose.

Plated Meal Service



With buffet service the customers would, in the main, serve themselves. When we do **plated service** you will do the service.

Don't worry about it! Always remember you are working as part of a team. The other members of your team will be there supporting you and your tutor is always there if you are not sure or need to ask questions.

With a plated meal service you and your team will be responsible for:

- meeting and greeting
- seating customers
- offering menus
- serving water
- serving rolls
- taking the orders
- checking that you have the orders right
- taking the parts of the order to the various places – kitchen, bar

When the kitchen gives you the **food**:

- serving the customers
- offering sauces or accompaniments

After customers have finished eating:

- clearing the plates and cutlery
- presenting the bill
- taking the customers' money
or
- directing the customer to the receptionist who will take the money



When your customers have left the table you will be responsible for completely clearing it down.

Table Settings

There may be a house style for place settings and so the settings shown here are just to give you an idea – what you are asked to do in your restaurant might be slightly different,



e.g. formal [table d'hôte](#)

Here a soup spoon, main course knife and fork and sweet spoon and fork are all set out before the start of each meal service. A suitable water glass is normally incorporated into the setting. A Paris goblet or similar is very acceptable. This may or may not include a side plate and side knife. A formal table d'hôte setting would also include a cruet set, i.e. pepper and salt.



The main thing is that the customer may need all, or only some of this cutlery, but for ease of service it is all put on the table before the start of the meal. You must make sure that all crockery and cutlery placed on the table is clean. To make sure it is clean, all cutlery and glassware will be steamed before placing it onto the table. You will check all crockery for cracks and chips, then wipe and polish using a waiter's cloth.

Take particular care with the bottoms of plates - where these have been held in the kitchen prior to service they have a habit of leaving a ring on the cloth if the plates are not wiped thoroughly.



First Steps

Before you get to the stage where you are taking the order there are a few actions you should take:

- meet and greet
- seat
- menu
- water
- rolls, and then
- order

Usually when the receptionist is showing customers to their table you as waiter or waitress should be there to meet and greet them. At this point you can introduce yourself and explain that you will be serving them today. Some restaurants have a standard way of doing this e.g.

‘Hello, I’m Jim; I will be looking after you today.’

‘Good evening, my name is Anne. I and my team will be serving you this evening.’

Remember that this may be the first time these customers have visited your restaurant, and you should put into practice all that you know about **first impressions**.

Once the customers are **seated** you can offer the **menu**.

It is considered very acceptable to serve the women in the party first, therefore when you are giving the menus - offer them to the women first. You should make sure that you have enough menus to give everyone a copy.

While they are reading the menu and making their choice, you can offer **water**. Again ladies first!

If your establishment serves **bread** or **rolls** to everybody, now is the time to offer these.

Bread or rolls are normally served in a basket and, with the basket on a plate, you would stand beside each customer and offer them a roll. They pick their own.

Most folk like butter, so you will have to place the butter dish on the table now.

Then you may be ready to get their **order**.

Taking Orders

What is an order pad?

The notebook on which waiting staff write down their customers' orders. It might look like this:

Table No. _____	Covers _____
Server _____	Date _____

What is the point of them?

- They give the staff in the restaurant a way of remembering what each customer at each table has ordered
- They can be used as part of a control system
- Most will have two, or sometimes three, separate copies.

Where do these copies all go and what happens next?

Copy one – to the kitchen when you are sure you have the table's order correct.

Here you will need to catch the chef's attention to let him/her know that a food order is coming in. The correct way of doing this is to call loudly (but don't shout) *'Check on, table number X, please chef.'*

Then you must wait until the chef in charge takes the check from you. Do not just place it down in the kitchen; make sure you hand it to a chef.

Copy two – will go to the receptionist.

This will help them prepare the bills for customers.

By giving a copy of the order to the reception when you order the food you will not have such a long time to wait when you need the bill made up.

Copy three - if your check pad has three copies you keep the third one on your service station. It is used as a reminder as to which table is having what.

When your customers are ready for their food, you can check your copy of the order, so that you know what you are collecting from the kitchen.

Serving the Food

Now you know who is having what at the table all you have to do is serve the plates!

When you go to the kitchen to collect the food you ask the chef:

'Starters away, table number X, please chef'

or

'Main course away, table X, please chef'.

Each restaurant will have its own way of doing certain things, but here are some general points:

- When bringing food to the table, service should be from the left or fork side of the customer. Although this is the general rule, it may not always be possible e.g. where the customer is seated against a wall or when to serve from the left would interrupt a conversation.
- Where tea, coffee or other beverages are to be served, the cups and saucers are placed on the setting beside the knife.
- During service time the accepted professional practice is that females are served before males, and that hot food is served before cold.



Clearing Cutlery, Crockery and Glassware

- Wait until all members of the party are finished eating before starting to clear.
- A clear indicator that a customer has finished is when they place their cutlery in the centre of the plate.
- If you're not sure, a simple question 'Can I take these plates away', is all that is needed.
- Clearing should always be done from the customer's right, or the knife side.
- Plate and cutlery should be removed together.
- Glasses should be placed onto a suitable tray or plate when removed from the table and cleared to the side or directly to wash up.

Please Don't!

- **Stretch across the customer**
- **Ask the customer to pass plates**
- **Pile plates and cutlery on top of each other**
- **Take the cutlery off the plate before removing the plate.**





Meeting and Greeting

1. Why is 'meeting and greeting' so important to a customer?

2. So who meets and who greets?

Counter Service

Counter service is similar to the buffet service that you have already done.

Schools and colleges usually have a refectory or canteen, and most of them operate this style of service.

Here the customer does the collecting of the food, usually on a tray and all we do is to make sure the tables are kept clean and clear.



With this style the cutlery is usually at the end of the service counter, and the customers will help themselves. Customers will pay for the meal at this point.

To give you as much practice as possible, we will place the cutlery on the tables, and each time a table is cleaned and cleared you will re-set it with the cutlery ready for the next group of customers.

This style of service is meant to be quick and easy, so you must keep on top of the clear and clean operation.

With a **counter service** you and your team will be responsible for:

- Making sure the tables and chairs are clean, ready for customers
- Setting out cutlery as shown by your tutor
- Checking sauces and condiments are full and available.
- Clearing all crockery, cutlery and trays after each group of customers
- Wiping and drying tables using an antibacterial spray
- Resetting the table, again using the setting shown by your tutor
- At the end of service time, clearing down all tables.

Service of Beverages

Whatever style of service you are doing there are some rules that will always apply when you are serving teas and coffee. Generally everything else will be taken off the table before you start the coffee service. This gives you plenty of room to place pots, jugs and cups.

For both tea and coffee you will need a **cup** and **saucer** for each customer:

- A **teaspoon** is placed on the saucer
- Some places will also place the cup and saucer onto a **plate**.



You will also need:

- **Sugar** and **milk**, again this is usually, although not always, placed onto a plate before you place them on the table
- The cup and saucer are placed on the customer's right hand side, where the knife and the glass were.
- When **tea** is asked for, you will take a **tea pot**, big enough for everyone at the table, along with a pot of **hot water**. Make sure they are both clean, and that you have a tray or plate big enough to put the pots onto.



Here's the good news – don't serve this! Just place the tea service on the table. Traditionally this was always placed beside a woman - if there is one at the table. That is where we get the expression 'I'll be mother'. Traditionally it is always a woman who gets the tea to pour!

When you need to serve **coffee**, you will need:

- Hot black coffee in one pot
- A pot of hot milk
- Again, like the tea pots make sure these pots are clean, and that the coffee is hot!

You may be asked by your tutor to carry these to the table on a small tray. Many restaurants nowadays serve coffee in a cafetière and let customers serve themselves, while others will serve the coffee to the customers.

If your restaurant does serve the customer you'll need to find out how they like it:

- 'How do you like your coffee?'
- 'Black coffee or with milk?'

are both acceptable ways of discovering how your customers would like you to serve the coffee.

Take extra care when you are pouring hot liquids. You don't want to burn yourself or your customers, and you don't want to make a mess.

As soon as the customers are served, take the coffee back to the [still room](#).

You may have to ask later if the customers would like more, and if so you do the same thing again.



Presenting the Bill

Your tutor or supervisor will tell you how this is to be done in your restaurant.



Here is a fairly common way of presenting the bill:

- Collect the bill from the reception
- Check that it is correct - remember these are your customers and you don't want them to think either that you can't count, or you are trying to pull a fast one.
- Once you are sure it is correct, place the bill onto a little plate or tray.
- When a customer asks you for the bill, give it to the person who asked for it.
- Leave it on the table beside the appropriate person.
- Wait until it looks as though the customers have placed money on the plate. Customers will probably push the plate to one side - showing you that you can take it away.
- When you are sure they are ready to pay, collect the bill and cash
- Take the money to the cash desk at reception and collect any change along with the receipt
- Put the change and receipt on the plate again, and take it back. Place it on the table beside the person who paid.



Well done!

Glossary of Terms Used in Working Front of House

Term	Meaning
Accompaniments	sauce or relishes which are traditionally served with certain dishes
Buffet	a display of food, both hot and cold, laid out in an attractive way so that the customers can see what is on offer
Checks	order pads, usually numbered, and in duplicate or triplicate. The top copy goes to the kitchen and the second to the receptionist or cashier. The third is kept by the waiting staff.
Menu	a list of dishes which are available in a restaurant; usually presented to the customer at the start of a meal to allow them to choose
Posted or posting	individual items or charges being added to the customer's bill
Servery	that part of the kitchen where you will give any orders to the chef and collect your customers' food
Still room	the still room is that area, usually in the kitchen, where tea and coffee are produced. This is also the area which waiting staff will use during the room set-up.
Table d'hôte	a set menu at a set price, or a table setting which includes all the cutlery you would need to eat a set meal



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