

Skills for Work:
Hospitality
Intermediate 2

Front of House Operations



Support Material

August 2008

Acknowledgements

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Hospitality (Intermediate 2)

Front of House Operations

F3J2 11

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Unit F3J2 11, *Hospitality: Front of House Operations (Intermediate 2)*.

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The Scottish Qualifications Authority
Optima Building
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G2 8DQ

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Class Sets

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

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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 that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to suit your own needs.

The pack is organised into several sections:


The **Reference Section** provides information on the rationale for, and ethos behind, *Skills for Work* courses, the course rationale, the Unit Outcomes and evidence requirements and the Employability Skills Profile for Hospitality (Intermediate 2), showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course and in this unit.

The **Tutor Support Section** contains a suggested approach to teaching the Unit, advice on learning and teaching with under-16s, guidance on Unit induction, Unit delivery and advice 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. Finally, this section suggests resources which may be useful for tutors and students.

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 in front of house operations.

You may wish to place material from the student notes on your own Intranet by downloading this pack from the *Skills for Work* section of the SFEU website http://www.sfeu.ac.uk/skills_for_work

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 timekeeping, 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 2)

Course Rationale

This Intermediate 2 Hospitality Course has been designed to provide a qualification in Hospitality which reflects skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work in the hospitality industry.

The primary target group for this Course is school pupils from third year in secondary education and above as it may provide a more appropriate starting point than the Intermediate 1 Hospitality Course for some candidates. In some cases it could also provide a progression route from the Intermediate 1 Hospitality Course. This Course will build on the skills and knowledge developed in the Intermediate 1 Hospitality Course and will introduce candidates to a range of more advanced skills and techniques. 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 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 enable them to develop transferable employability skills which are relevant in the hospitality industry.

The general aims of the Course are to:

- provide candidates with an introduction to the different sectors of the hospitality industry
- provide opportunities to prepare for and experience a job interview
- 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

In particular, the specific aims of the Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills
- develop customer care skills
- develop food preparation, cooking and presentation skills
- develop food and drink service skills
- apply 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

The Intermediate 2 Course should facilitate progression to a relevant vocational Course or an appropriate National Certificate/Qualification programme.

Unit Outcomes, PCs and Evidence Requirements

National Unit Specification: statement of standards

Unit:

Hospitality: Front of House Operations (Intermediate 2)

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

Demonstrate effective customer care practices in front of house operations.

Performance Criteria

- a) Identify customer needs correctly.
- b) Respond to customer needs effectively and in line with organisational policy.
- c) Record customer feedback in line with organisational policy.
- d) Interact with customers in an open, helpful, positive and welcoming manner.

Outcome 2

Carry out a range of reception tasks in front of house operations.

Performance Criteria

- a) Arrive on time and dressed appropriately for front of house operations.
- b) Meet and greet customers appropriately.
- c) Take customer bookings accurately.
- d) Answer the telephone according to organisational guidelines.
- e) Calculate guest bills and post bill to guest account accurately.
- f) Carry out a variety of methods of payment.

Outcome 3

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

Performance Criteria

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

Outcome 4

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

Performance Criteria

- a) Arrive on time and dressed appropriately for front of house operations.
- b) Serve a range of food and drink items for a variety of food and drink styles.
- c) Carry out service with an open and positive attitude.
- d) Collaborate with others in a team to achieve effective service.
- e) Clear crockery, cutlery and glassware correctly and appropriate to the style of service.
- f) Seek feedback from customers during and following their meal experience.
- g) Complete the activity complying with current health and safety and food hygiene procedures.

Evidence Requirements for this Unit

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

Performance 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.

Outcomes 1 and 2 - Performance Evidence

Candidates will be required to demonstrate by practical activity on at least **one** occasion each that they are able to:

- identify and respond to customer needs effectively
- record customer feedback
- work in line with organisational policy
- display an open, helpful, positive and welcoming manner
- arrive on time and dressed appropriately
- meet and greet customers appropriately
- take bookings accurately
- answer telephone in line with organisational policy
- calculate guest bills and post bill to guest account accurately
- carry out each of the following methods of payment: cheque, credit card, cash (calculate change)

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

Outcome 3 - Performance Evidence

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

- arrive on time and dressed appropriately
- select all equipment required to undertake specific place settings
- correctly carry out the specified setting for the numbers who have booked
- co-operate with others in the team to complete specified settings
- complete the activity complying with current health and safety and food hygiene procedures

Styles of Service: Assisted buffet style service, plated table d'hôte meal, for food and drink.

Candidates will be required to identify and select the correct crockery, cutlery and glassware for the place settings on a minimum of **one** occasion for each style of service.

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

Outcome 4 - Performance Evidence

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

- arrive on time and dressed appropriately
- 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
- seek feedback from customers during and following their meal experience
- comply with current health and safety and food hygiene guidance

Styles of service: Assisted buffet style service, plated table d'hôte meal for food and drink.

Candidates will be required to carry out each style of service on a minimum of **one** occasion. An assessor observation checklist must be used to provide evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for all Outcomes and a pro forma for recording customer feedback. 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 Skills Profile

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: Developing Skills for Working in Hospitality	= A
Hospitality: Developing Skills for Working in the Professional Kitchen	= B
Hospitality: Front of House Operations	= C
Hospitality: Events	= D

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

Assessment evidence in all Units:

Practical performance supported by assessor observation checklists, written and/or/or recorded evidence and candidate self-evaluation reviews.

Careers Scotland Support

for School/College Collaboration for Scotland's Colleges in the Scottish Enterprise area



Since August 2006 Careers Scotland (SE and HI areas) has been funded by the Scottish Government to support College/School Collaboration and encourage and promote vocational educational choices for pupils in schools.

Careers Scotland (now part of Skills Development Scotland) has an important role to play in selection, 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 activity takes place locally and nationally under 4 objectives:

- Providing careers advice, guidance and employability support to pupils and their parents pre, during and post vocational education experience, focusing primarily but not exclusively on SfW pupils - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals and supporting effective transitions
- Providing targeted support to pupils at risk of becoming unemployed who would benefit from undertaking a vocational course
- Partnership working to ensure vocational study is given parity of esteem with other school and post school options, focusing on recruitment / selection and retention of pupils on vocational courses
- Capacity building through relevant shared CPD events and resource development to increase understanding of the process of uptake of vocational options and facilitate more effective support to pupils navigating these options

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

South East (Edinburgh & Lothians; Forth Valley; Borders)
Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

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Tutor Support Section

Introduction

The *Skills for Work Unit Hospitality: Front of House Operations (Intermediate 2)* 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 develop knowledge and skills in:

- Working as a member of a team
- Working safely
- Working hygienically
- Cleaning effectively
- Using appropriate equipment to set tables
- Serve correctly a range of food and drinks, using a variety of styles
- Clearing crockery, cutlery and glassware correctly and appropriate to the style of service
- Reception skills
- Meeting and greeting clients
- Calculating guests' bills accurately
- Posting accurately to guests accounts
- Carrying out cash transactions and calculating correct change
- Carrying out credit card and cheque payments accurately
- Identify and respond to customers' needs effectively
- Recording customer feedback
- Demonstrating good customer care
- Effective communication
- Responding appropriately to customers and others

This Unit represents a progression from *Hospitality: Working Front of House*, Intermediate 1 although, by necessity, some elements are similar given that Intermediate 2 may be the entry point for some students. This means that some of the handout materials and task types in this support pack are similar to those of the Intermediate 1 *Working Front of House* support pack, although the outputs will be required to be demonstrated a higher skill level.

Additional activities which may be helpful for use with students who have not completed the Intermediate 1 course can be found in the Intermediate 1 *Working Front of House* support pack.

Where students have already undertaken the unit at Intermediate 1, more time may be allocated to new skills such as Reception duties, while still developing further skills in styles of service.

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

Unit Induction

An induction session in week 1 will prepare students well for the Unit and help to clarify aims and expectations, what the Unit is all about and any uncertainties they may have about the Unit and how it will be delivered. Induction will enable students to understand fully what they will be learning, the approaches to be used and how they will be assessed.

Induction may include the following:

- an outline of the Unit content – what they're going to be doing
- how it fits in to the *Hospitality (Intermediate 2)* Course
- your plans for teaching the Unit – how they'll be learning the skills
- assessment methods and schedule
- where employability fits in – start by asking them what they think!
- you might also think about inviting a representative from the hospitality industry to speak to the class about the types of employment available in their organisation, about employment and educational opportunities prospects in hospitality, about what prospective employers will be looking for at interview and to reinforce the value that employers put on employability skills.
- the importance of regular attendance and good timekeeping to encourage the students to get into good habits – as if they were at work and in employment!

As outlined above, this will 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.

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.

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.

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. 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 formalise it in an overall summing up of the outcome of each task. Each activity should involve discussion related to actual workplace practice.

Every opportunity should be taken to involve the students 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. For example you could encourage a few students to be seated and served during the practical activities. This can also develop the skills required to peer evaluate.

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.

It is strongly recommended that students taking this Unit as part of the *Hospitality Intermediate 2* course complete a **log book**, diary or similar structured worksheet. In this way they can track their involvement in activities and evaluate their own work and their progress throughout the unit. A **structured worksheet** is included in the NAB for this Unit for this purpose. It should be issued to students and completed after each practical session. This will then form the log book.

Use of Visits

Giving students the opportunity to visit various outlets where possible, can be invaluable.

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.

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 encouraged to use 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 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 during assessment, 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.

Dress code

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. This will also greatly enhance their self esteem.

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

Hygiene can be a tricky 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 essential. When a student feels clean and looks clean, they will look professional and this again will enhance their feeling of self worth and esteem.

Stress that in working with the public, their smile is very important, so clean, healthy teeth are essential. Regular dental checkups are a must and 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.

Resources

All the practical activities in this Unit are relevant to commercial practice and will involve some specialised resources. In order to deliver the 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:

- 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 suitable for this purpose
- Area and equipment suitable for the set up of buffet service
- Use of telephone
- Cash register or similar
- Cash floats

Where centres do not have all the required equipment it may be worthwhile establishing links with your centre refectory or other local establishments.

Textbooks

The following books are well worth a read. Mike Kirkham has lots of illustrations.

The Waiting Game: the essential guide for wait staff and managers, Mick Kirkham, Peggy Weiss, Bill Crawford (authors) ISBN-13: 978-1580083690
Ten Speed Press 2002

The Food Service Professionals Guide to Waiter and Waitress Training: How to develop your wait staff for maximum service and profit, Lora Arduser
ISBN-13: 978-0910627207 Atlantic Publishing Co 2007

Journals

Caterer & Hotelkeeper (published weekly on Thursdays)

Websites

University of Huddersfield Customer Care Handbook

Good short key issues in customer care. Be careful of the level but you may get good teaching tips from this site

<http://www.hud.ac.uk/uni/customer>



Intute

Intute aims to match resources to the hospitality and catering curriculum and each resource has been evaluated and categorised by subject specialists based at UK universities.

<http://www.intute.ac.uk/socialsciences/hospitality/>

Institute of Hospitality

– (formally HCIMA) the professional body for the Hospitality Industry

<http://www.instituteofhospitality.org/>

Hospitality Assured

- promotes and rewards the highest standards of service excellence for organisations in the hospitality industry

<http://www.hospitalityassured.com>

British Hospitality Association

- national trade association for hotels, restaurants and caterers.

<http://www.bha.org.uk>

Signposting of 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*	10	Adaptability and flexibility
2	Understand the importance of timekeeping and attendance*	11	Application of food hygiene and health and safety procedures*
3	Appropriate appearance*	12	Planning and preparing for work
4	Good verbal communication*	13	Confidence to seek feedback*
5	Good listening skills*	14	Confidence to give feedback
6	Work cooperatively with others*	15	Self review and evaluation
7	Ability to work in a team*	16	Customer care skills*
8	Self respect and showing respect and consideration for others	17	Efficient use of time and resources
9	Following instructions*	18	Understanding roles and responsibilities in the workplace*


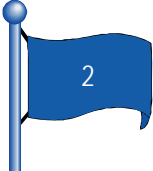
* The employability skills marked with an asterisk* are directly assessed in this Unit. There are opportunities in the Unit to develop the remaining skills identified, particularly if learning activity encompasses the following recommendations.

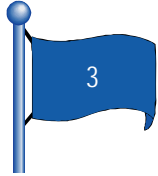
It is strongly advised that course teams meet together to discuss and agree a co-ordinated approach to the teaching and developing of the employability skills



throughout the Course and to ensure that the team has a common interpretation of the skills and attitudes.


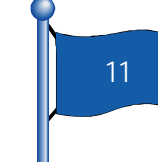
You will find or create countless opportunities to help students develop their employability skills. The following pages show some ways of going about it to get you thinking



Generating Evidence and Assessment Opportunities for Employability Skills



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 all the Units – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Units 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 the Unit <i>Hospitality: Front of House Operations</i> 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 personal research self-evaluation exercises genuine participation in the review process quality checking of their own work assisting others in their work practising specific practical skills discussions with tutor
 <p>Understand the importance of 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 of one and the consequences of the other. Relate your ground rules to the world of work, eg. 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. It will therefore be one of 'distance travelled' rather than a particular minimum percentage of classes attended. 	<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 each activity, ie. correct uniform, appropriate equipment

	<ul style="list-style-type: none"> • 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. 	
 <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 – listening and talking</p>	<ul style="list-style-type: none"> • Good communication skills are very important when working in the hospitality industry, and will be a particular feature of this unit. It is necessary for young learners to understand why they should listen carefully to instructions, speak clearly to the rest of the team, to you, and to customers. • It would be good for students to role play carrying out these skills in groups, so that they can appreciate how poor communication can affect team work, products and customers. 	<ul style="list-style-type: none"> • listening to instructions • asking questions • conversations with tutor and members of their team • co-operation with others re use of equipment, materials and workspace • meeting and speaking to customers • reception activities • table service activities
 <p>Work cooperatively with others</p> <p>Ability to work in a team</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. • Vary the teams so that students understand that they will not always be working with the same people and take on board the necessity in the workplace of being able to adapt quickly to working with different people. Avoid cliques and mix pupils from different schools as appropriate. 	<ul style="list-style-type: none"> • sharing equipment and materials with others • sharing the work • assisting others • self-evaluation reviews

 <p>Following 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 • sequencing of work • following organisational guidelines in reception tasks • table setting • written exercises from this support pack
 <p>Application 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 then reinforced throughout the 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. 	<p>Throughout the unit:</p> <ul style="list-style-type: none"> • work safely during practical classes • work hygienically during practical classes • carry out basic risk assessments • wear appropriate uniform • safe use of equipment • safe use of materials

 <p>Confidence to seek feedback</p>	<ul style="list-style-type: none"> • Students will need to be encouraged to seek feedback by being reassured that all feedback will be constructive – emphasise that your aim is not to judge or criticise, but to help them develop skills and improve their techniques. • Some teachers and tutors have found it helpful to discuss the student’s performance as the work is proceeding in the restaurant, and also to encourage them to seek feedback from their peers. 	<ul style="list-style-type: none"> • review discussions with tutor • peer assessment and review • seeking feedback from customers
 <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 and taking time to interact with them in a positive manner is an important skill. • Encourage students to review their work from a customer’s viewpoint. • Reinforce the fact that all colleagues and other class and team members could be seen as customers. Are the students always aware of this and do they treat them accordingly? 	<ul style="list-style-type: none"> • interaction with the customers should be encouraged on reception and when carrying out table service - where appropriate opportunities arise; 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 should be encouraged and planned

 <p>Efficient use of time and resources</p>	<ul style="list-style-type: none"> • The skill of multi-tasking can be developed when students have to see the way through all the jobs required and perform them 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 individual steps that need to be carried out to achieve it, in order of importance. 	<ul style="list-style-type: none"> • carrying out a basic risk assessment • wearing appropriate uniform • correct selection of equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace • plans of work to be undertaken for complex tasks • encouraging the young learner to see the whole picture – reminding them that time will need to be allocated for clearing and cleaning up • encourage the prioritisation of tasks which directly impact on customer satisfaction
 <p>Understanding roles and responsibilities in the workplace</p>	<ul style="list-style-type: none"> • Understanding the various roles and responsibilities will bring work in the hospitality industry alive, so students should be encouraged to research this at the beginning of the Course. This will continue to be reinforced during the delivery of this Unit. • There are many complex and often overlapping roles and responsibilities in various jobs in the hospitality industry. Students will have to demonstrate their understanding of both their own and other people's roles and responsibilities and there are a number of opportunities to do this throughout the activities for this unit. 	<ul style="list-style-type: none"> • while working in teams in the restaurant • visits to hospitality establishments • visiting speakers talking about their jobs • working in a realistic or real work place

Sample Scheme of Work

Session number	Topic	Contexts/Activities
1	Induction to the Unit	What's Out There Dress code Hygiene Health and safety Food Safety Employability Skills
2	Customer Interaction	Why do we bother? Who are our customers? You as the customer First Impressions Communication Styles – verbal and non verbal
3	Customer Interaction	Telephone Skills Working on Reception Customer Satisfaction
4	Cash handling	Cash Cheques Credit Cards Accounts
5	Buffet Set up	Practice
6 and 7		Open to customers
8	Table d'hôte service	Practice
9 and 10		Open to customers
11	Practical	Assessment opportunities
12	Practical	Assessment opportunities
13	Practical	Assessment opportunities
14	Practical	Assessment opportunities
15	Practical	Assessment opportunities
16	Practical	Assessment opportunities
17	Reassessment	
18	Reassessment	

Guidance on Student Activities and Sample Responses

Activity 1 - What's out there?

In this activity have the group do some research on restaurants available in the area, either on a walkabout, using the Internet or from memory.

Key areas to discover:

- Who is eating what?
- Why do they choose to eat there?
- What kind of food do they serve?
- How much does it cost?

Remember that some of the group may never have been in a restaurant, so be careful of the tasks and how they are decided.

The following websites can be used to allow an insight into the top end of the Hospitality market.

www.balmoralhotel.com

www.gleneagles.com

Gleneagles Hotel, Perthshire

www.threechimneys.co.uk

restaurant and hotel, North West Skye

Here there is at least one tasting menu, so students can see the level of food and service expected by guests at the top end of the market.

As an aid to finding restaurants offering middle of the road food across the nation this site lists all areas geographically.

www.toptable.co.uk

Chain restaurants offering food at competitive prices include:

www.beefeater.co.uk

www.frankieandbennys.com

Key teaching point: the public wants to be able to choose and we must ensure that we give the customers what they want. There is a place for every style and price range of restaurant.

Extension activity

Get the group to consider **perceptions of value for money**.

Value for money can be applied to paying £15 for a main course in a good restaurant with:

- Plenty of staff to serve you
- Linen tablecloths and napkins
- Quality tableware and glasses
- No one rushing you to leave
- Pleasant surroundings

Value for money can be also be applied to paying £5 for a main course in a café with:

- Friendly and welcoming staff to serve you
- Pine tables and colourful paper napkins,
- Tableware made in a local pottery
- Home cooking
- Pleasant surroundings

The Hospitality Industry encompasses all types and standards of outlets. According to their market they offer products which they believe their customers want.

That restaurant charging £15 for a main course will expect the customer to spend at least £15 and perhaps a lot more by offering the standards and service expected.

This will be the same for each sector of the industry.

Health and Safety

Activity 2 - Restaurant Risks

In this activity you will be working on raising awareness of Health and Safety issues in the restaurant and reception areas. At this level it will be sufficient to make the students aware of the dual responsibility involved in Health and Safety legislation:

- The responsibility of the employer to ensure that standards are in place and to provide a safe working environment for anyone entering the premises
- The responsibility of everyone working in the establishment to abide by any safety rules in place, and to report any discrepancies in equipment and/ or materials. The obligation is on the worker to work as safely as possible.

Risk	Might cause	I could ...
Trailing electric flex	<i>Trips or falls, which could pull the appliance away from the socket with further risks.</i>	<i>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.</i>
Carrying plates that are too hot	<i>Burns and scalds to me, colleagues and customers. May hurt if I let them drop</i>	<i>Always make sure that my hands are protected with a cloth. Warn customers that the plates are hot.</i>
Cluttered sideboards	<i>Apart from looking untidy, things could get knocked over.</i>	<i>Make sure that I keep the tops clear and tidy. Get into the habit of getting dirty plates through to the wash up area as soon as possible – clear and clean as you go.</i>
Carrying heavy trays	<i>Back injuries Injury if I drop them</i>	<i>Only carry weights I am comfortable with. Get a team member to work with me</i>
Carrying pots of tea and coffee	<i>Burns to me and others</i>	<i>Make sure I carry pots on a tray. I shouldn't overfill them.</i>

Bumping into other students when carrying food	<i>All the food could be wasted</i> <i>Burns or injury</i>	<i>Pay close attention to the 'one –way system'</i> <i>Watch where I am going</i>
Tripping	<i>Injury and spilling food</i>	<i>Wear sensible shoes.</i> <i>Keep the floor clear of debris.</i> <i>Make sure anything that is dropped is picked up straight away.</i>
Blocking fire exits	<i>Escape routes being blocked in case of a fire.</i> <i>Risk to staff and customers' lives.</i>	<i>Make sure that staff and customers don't leave coats, bags etc blocking the fire door. Make sure restaurant equipment doesn't block exits. No tables in front of fire exits.</i>

Food Hygiene

This activity raises awareness of the Food Safety Regulations and the students' responsibility for hygiene. Some input will be needed about Food Safety Regulations and in particular the rules regarding keeping hot food **hot** and keeping cold food **cold**. This will be of particular relevance when mentioning the Buffet Service which students will all take part in operating.

Activity 3 - Hygiene risks

Risk	<i>Might cause</i>	<i>I could ...</i>
Long hair	<i>Could trail into food.</i>	<i>Make sure it is tied back.</i>
Keeping a pen behind my ear	<i>Hair, dandruff or flakes of skin to fall onto table and food.</i>	<i>Make sure that pens and pencils are kept on the serving table and not carried about.</i>
Coughing and sneezing	<i>Infection of customers and colleagues.</i>	<i>Cover my mouth when coughing or sneezing and make sure that hands are well washed afterwards.</i>
Long painted nails	<i>Nail colour might flake into food. People may think that I have dirty nails under the paint.</i>	<i>Keep nails well trimmed and not have coloured nail varnish.</i>
Jewellery dangling	<i>Jewellery could trail in food. Fiddling with earrings means you have germs on your hands. Rings can harbour germs and can drop into plates.</i>	<i>Remove all jewellery. The only ring that is allowed is a plain wedding band.</i>
Obvious cuts on hands	<i>Blood can get onto plates and food. Can spread infection.</i>	<i>Make sure that all cuts are covered.</i>

Heavy makeup	<i>If you are very hot and sweating this could drip into food or onto customers.</i>	<i>Keep make-up to a minimum.</i>
Smoking on duty	<i>Bad smells. Fingers transferring germs to plates and food.</i>	<i>Only smoke when on breaks and always brush teeth and wash hands afterwards.</i>

This activity can be used as a prompt to start a group discussion on why certain rules are in place, and how certain things like smokers breath impacts on the way we, and the business, are perceived. It can lead the way into the session on personal hygiene and the importance of good grooming and customer care.

Both of these activities provide an opportunity to reinforce the **rules of your restaurant.**

Customer Interaction

Key teaching point: every opportunity to establish a relationship with the customer should be grasped.

At this point tutors can introduce the use of open and closed questions.

Open questions

- can't usually be answered in one word because they require the respondent to make some conversation or start to create a relationship or bond

Example:

How was your journey?

Closed questions

- can be answered in a single word - usually a yes or a no.

Example:

Did you have a good trip?

Spend some time on getting the group, working in pairs, to think and record a few examples of both open and closed questions. Having introduced the concept of open and closed questions and how closed questions usually bring a conversation to a close, try to get the students thinking about positive, open answers to questions the customer may ask them.

Activity 4: Customer Talk

<p>1. <i>Are you sure that this soup is vegetarian?</i> (You have no idea – you forgot to check before service started.)</p> <p>Give me a minute, madam and I will double check that with the kitchen staff.</p>
<p>2. <i>Do you really expect me to wait this long for a table?</i> (There won't be a table available for 20 minutes.)</p> <p>We're really popular tonight – can we get you some drinks and nibbles while you wait for your table?</p>
<p>3. <i>Can I make a booking for Saturday evening please?</i> (The restaurant is full.)</p> <p>At the moment we're full on Saturday but I can take a note of your contact number and get in touch if we have a cancellation. Alternatively I could offer you Friday or Sunday nights.</p>

4. Is this fish supposed to have bones?
(Yes, it's got loads of bones.)

Yes it's a very bony fish but I can ask chef to take it off the bone for you sir.

How to make a good impression

Key teaching point: introduce the impact of non verbal communication and that whatever the verbal message, the non verbal signals must match it.

1. Smile

You might want to demonstrate various types of smiles, or get the group to work in pairs and try them out on each other eg.

- tight lipped
- forced
- disbelieving - usually also with the nostrils flared
- false - try that one while saying something sad
- and lastly a genuine – good to see you, old fashioned smile

2. Eye contact

This can be a bit threatening to some students - but show how you can create the impression, by imagining that a face is an upside down triangle. The base is sitting level with the eye brows and the tip is at the chin. Then by looking anywhere in that area you will create a positive impression.

3. Greeting

Here the problem will be striking the correct balance - that is, a greeting which is friendly, open and yet formal.

Activity 5: You as the Customer

Ask the students what made their experiences so good or so bad. In this activity the group are likely to be quite vociferous on the lack of service and courtesy shown to them.

Key teaching point:

- Customers like to be treated well
- Customers like customer care

In the main, it is the people in an organisation who determine how the customers perceive that business. The students' own likely emphasis on poor customer service examples will help them appreciate that customers are much more likely to pass on details of bad service than good, and you can then discuss how damaging this can be for a business's reputation. Ask students if they are likely to give return or repeat business to those establishments where they were poorly treated.

Activity 6: First Impressions

This involves getting the group into pairs and issuing each with the First Impressions list on the following page.

The rules here are that neither student will speak to the other, but each can note what feelings the other is communicating by their actions.

Keep the notes numbered to allow checking for understanding and communication.

Apart from being a bit of fun, the key teaching point here is the importance of **first impressions**. It has been well documented that we all have the ability to form impressions in any situation, and that we do this very quickly - in a matter of seconds.

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**
- **you never get a second chance to make a good first impression**
- **non-verbal communication is a way of sending and receiving messages – make sure you are sending the right ones!**

Activity: First Impressions

1. Facial expression – I'm fed up
2. Facial expression - I'm listening
3. Facial expression - That's great
4. Facial expression – I really don't like you
5. Facial expression - I'm really pleased to see you
6. Facial expression (eyes) - Can I believe you?
7. Facial expression (eyes) – Not again!
8. Body language – I really can't be bothered with this
9. Body language – I'm pleased to be here, and helping you
10. Body language – Come this way

Activity 7: Telephone Impressions

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.

Remind the students that this time they cannot see the customer's face or body language, so **listening** becomes very important.

You may choose to demonstrate an acceptable manner on the telephone, and then encourage the young learners to role play with the help of scenarios. You shouldn't need any further input once the rules have been understood. The customer and the telephonist should be encouraged to play out the scene depending on each others' responses.

Here are a few openers:

Hello, do you have a table for tonight?

I was in your place last week and I left my wallet.

I have a dinner reservation for 3 people at 8 o'clock on Friday. Can I change my booking to five people? One of the party is in a wheelchair.

Remind the students about making positive responses, and to use the accepted greeting.

Activity 8: Working 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 discussed and agreed 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 9: Happy Customers

In this activity the group should be encouraged to explore ways that businesses collect information on customer satisfaction.

Likely answers will include:

- Ask them – make the point that the problem here is that customers sometimes tell us what they think we want to hear. People in this country are often not good at complaining directly.
- Customer Comment Book - you often see this in accommodation, restaurants, libraries or galleries. Challenge the group to remember any negative comments they may have seen.
- Customer Comment Cards - found in hotel rooms. Each of the service areas are usually covered but these usually need a bit of writing.
- Happy Faces—no writing needed here the response is as simple as circling the 'face' which applies.



Show an example of the forms you will be using in your restaurant to capture customer feedback.

- Decide when would be the most appropriate time to ask for the customer's response.
- Decide if the student or the guest will complete the form
- Discuss the pros and cons of each

Customer Comment Card – exemplar

Customer Name:

Telephone Number:

Have you visited us before?

How many times?

Date meal was taken:

How did you enjoy your meal?

Was it served correctly?

Would you suggest any improvements?

Would you make another booking?

Server:

Date:

Activity 10: Methods of Payment

The students are only asked for 3 methods. Method 4 is included here for you to introduce the company account method to them.

Method of Payment	Advantages	Disadvantages
1. Cash	<ul style="list-style-type: none"> • Easy • Convenient 	<ul style="list-style-type: none"> • You need a lot of money to give change • Easy to steal • You need to keep it secure
2. Cheques	<ul style="list-style-type: none"> • Money is guaranteed with card • Reasonably secure • Convenient 	<ul style="list-style-type: none"> • Takes time – it can take three to four days before banks release money • Guaranteed amounts can be quite small • Not everyone has a current account
3. Credit Card	<ul style="list-style-type: none"> • Easy to operate • Convenient for the customer 	<ul style="list-style-type: none"> • With 'Chip and Pin' money is guaranteed • All credit card companies charge a fee which is deducted from the money they owe you • It can take a month to get the account paid
4. Charging Guests' Accounts to their Company (Credit)	<ul style="list-style-type: none"> • Money is guaranteed • Convenient for customers • A bigger spend - since they are not paying 	<ul style="list-style-type: none"> • May take a month to get money • Business may go bankrupt and all monies owed may be lost • Extra administration costs

Handling payments

In this unit the students are required to calculate guest bills and post bills to guest accounts accurately. They will have to carry out each of the methods of payment: cheque, credit card, cash (calculate change).

Cash Payments

It is anticipated that cash will be the normal payment method in centres, so some role play will be needed to allow the students the opportunity to display competences in the other methods mentioned. If the centre policy is that students may not handle cash then simulated/token money should be used in role play situations.

Using the bill pads one student could itemise the bill, total it and ask for the payment. Once the money has changed hands the change can be calculated and received.

It would be good practice to offer students the opportunity to handle cash and proffer change before the practical sessions.

Resources

- cash register or cash drawer
- a working cash or simulated/token money float
- suitable printed check pad
- guests' bills
- a supply of pens

Credit Card Payments

Unless your centre has the necessary technology to operate this method, the manual method could be used.

It is important that you take time to explain how the modern electronic system operates. The 'chip and pin' system was launched in 2007 to much publicity, and was hailed as the means to combat all credit card fraud. Fraudulent use of credit cards costs the banks millions of pounds every year. With chip and pin, PIN numbers were issued to all customers, along with a new 'intelligent' credit card with a computer chip. Retailers had to ensure that they had all the necessary electronic equipment installed prior to the launch.

Simple signatures are becoming less acceptable as proof of identity.

Cheques, although not used as widely as they used to be, remain an important method of settling accounts. Guidelines for processing cheques are given in the student notes. In addition you should explain that cheques have a shelf life and that pre-dated cheques should not be accepted.

Post to account payments

If the training is being undertaken in a workplace which has a residential element, *the post to account* would be a relatively simple procedure. Guest accounts would be active from the time of their arrival and any subsequent goods or services given would be recorded according to the establishment's method. It would be important to capture the guest's room number, to ensure that the charges are allocated correctly. Again a verifying signature would be required.

What must be stressed is that great care should be taken with guest accounts as these represent the cash owed to the establishment by the customer - in the same way as the notes in the till. Losing or misplacing them is the same as losing money.

Practical Activities

The practical sessions covering the range of styles of service appropriate for the Unit will form the largest part of the delivery. During the practical activities it is important that the students demonstrate the ability to meet, greet, seat and encourage feedback from customers.

The service styles to be covered in this Unit are:

Assisted Buffet Service

For this style the taking of food orders should not be necessary.

- the foods will be on display in such a way that hot and cold foods and a range of drinks can be offered for selection
- the students will serve the customers, although some items may be left for self service
- however the buffet layout is organised, there must be sufficient space to allow the students to gain access behind the service in order to assist customers and replenish items
- tea and coffee is served at the table
- guests' bills are proffered
- change/ receipt is given where appropriate

Plated Service

Table d'hôte menus are to be used. Although the number of covers is not specified, you may consider that serving a table of two is sufficient evidence of competence. If larger tables are unavoidable then team the students up to offer the service.

Students will be required to:

- take customer orders
- correct any cutlery required
- serve the correct food to the correct customers
- offer accompaniments as appropriate
- clear the settings
- crumb down the tables
- serve drinks
- clear beverage service
- proffer guests' bills
- give change/receipt

Table Settings

It is recognised that some students may find the concept of cutlery setting and indeed eating at table daunting. Careful handling of these situations is required.

You may like to consider ways of raising the awareness of styles of food and service. For example:

- why most fast food outlets don't need cutlery. If they do, why it is usually restricted to a wooden fork/pick or a plastic fork
- why disposable plates or containers are used.

Get students to research the fast food restaurants in the area, or to talk about what they see when they visit Burger King, the local chippie or other take away outlets.

- Why are these popular?
- Is it anything to do with the prices?
- Is it just the convenience?

Cutlery

Discuss the food offered in fast food outlets and how it can be eaten with either fingers or a fork only. It should be emphasised that eating with fingers is not only acceptable but is the most effective way of eating some types of food. Chinese style spare ribs, whole prawns in the shell and chicken drumsticks are all good examples. When eating these, and other similar foods, we can expect that customers will use their fingers.

The main teaching point here is that when customers do this, the server should offer a finger bowl and a napkin without having to be asked.

A small sugar or soup sized bowl half filled with warm water is placed on a side plate with a folded napkin. A nice touch is to add a thin slice of lemon, or a small flower head.

On the other hand, the nature of some foods makes it impossible to manage without cutlery.

Cutlery in restaurants is usually stored in a sideboard with a flat top which makes a good surface for trays and order pads etc. During service students will be allocated a station and a group of tables. **Station** can be taken to mean both of these: the sideboard or a group of tables.

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

Food Item	Cutlery suggested to be used
soup	a soup spoon
spaghetti	a spoon and fork
whole corn on the cob	fingers/corn skewers
minced beef and creamed potatoes	a joint fork
grilled steak and chips	a joint fork and a serrated edged (steak) knife
pastry sweets	a sweet spoon and small fork
custards and other milk puddings	a sweet spoon
ice cream sweets served in a tall glass	a long handled (sundae) spoon, perhaps a tea spoon
whole fish	a fish fork and a broad bladed (fish) knife

Ask the students to suggest other food items and ways of eating them.

Key teaching point: the type of food dictates in the main the cutlery needed to eat in an acceptable manner.

For each style of service to be served during this Unit there may be a housestyle. 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**.

Table d'hôte Table Setting

It is crucial that the students see a full setting table d'hôte, and appreciate where each of the pieces of cutlery is positioned. All of the cutlery in the full table d'hôte setting will only be used occasionally in the unit, since the candidate only requires the service of two courses for assessment purposes.

A full set up for a table of two covers will require:

- side plates
- water glasses
- soup spoons
- fish knives
- joint knives
- joint forks
- fish forks
- sweet spoons
- sweet forks
- side knives

In addition to this cutlery each table needs:

- a full salt and pepper cruet
- a small liner plate with a doily for the butter dish
- a small flower makes a finishing touch, but is not strictly necessary.

When demonstrating the setting make reference to these points:

- Polish the cutlery onto the table, taking care not to mark it with your fingers
- The amount of space between the joint cutlery is indicated by the size of a liner plate
- Cutlery is positioned a thumb joint distance from the edge of the table
- All cutlery should be level at the end of handles
- Side plates are positioned at the same level as the cutlery handles
- Side knife is placed on the plate, with the blade pointing away from the setting
- Sweet cutlery is placed at the top of the setting
- Sweet fork is placed so that it can be pulled down and will assume the position of any other fork
- Sweet spoon is placed in the opposite direction to the fork and should be at the outside limit of the setting. This ensures that when 'brought down' it will be at the spoon side of the cover.

Because of the two styles of service to be covered and to offer continuity to the students, it may be advisable to set table d'hôte settings for each of the styles during the practical sessions.

Meeting, Greeting and Seating

There is a recognised sequence which good food service people perform to make sure all the aspects of the service are covered.

Meet – the student will acknowledge the customers, perhaps showing them to the table.

Greet – the students introduce themselves eg. with a simple "Hello, my name is Pat and I will be looking after you today."

Seat – the students direct customers to their seats at the table. A simple indication may be made by pulling out the chair a little - some establishments still prefer staff to pull the seats out for the ladies in the party and to assist with pushing it back.

Menu - the guests are offered the menu for that day. With a buffet service this may not be possible but the students should indicate "we are serving a buffet today".

Water - this is offered. As with all the other actions remind the student to serve the ladies first.

Bread/rolls – offered to each guest, after which a plate of butter is placed on the table, on a plate with a doily.

Order - with the action mentioned above, the guests should have time to decide on their order. Traditionally only the starter and main course order is taken at this time.

Students can be encouraged to prepare a plan of the table, and write each order beside the corresponding person's table position, then copy the order onto an **order pad** with the top copy ready to go the kitchen. This mapping is particularly important when serving more than two customers.

The young learner will be aware of the meal which has been ordered and which has to be delivered to the customer. At this point, armed with a liner and a napkin, they should remove any cutlery which will not be required for the starter and main course.

- Top copy – check - is now delivered to the kitchen
- Duplicate copy to reception
- Bottom copy kept at the station

A specimen check pad is shown in the Student Support Section. Discuss with the group each of the items in **bold** text and its importance. The serial numbers are a control mechanism and should always be used in sequence.

Using a check pad and menus, have the students practise this in pairs.

The Kitchen Experience

At the beginning, young learners will be more than a little embarrassed to take the check to the kitchen for service. They must be persuaded to speak clearly and loudly enough to attract the attention of the chef in charge that day.

Service

Here is a walk through the service order shown in the Student Support Section. You could choose to do this as a role play situation or by demonstration, with two students as guests.

- Practise “Check on, starters away please, table number 4 please, chef”. Emphasise that the students must wait until the chef responds, either by accepting the check or indicating that the order has been heard. Although there may be a great deal going on in the kitchen, the customer’s orders are important enough to make sure that they are heard and replied to.
- Usually with table d’hôte the starters will have been prepared in advance and the waiter will stay and wait for the starter food to be given by the kitchen.
- Food orders should always be carried to the restaurant on trays, unless the establishment chooses not to use them.
- With the cutlery having been corrected, when the student gets the food to the station, it should then be apparent who is having which starter.
- Soup can be served in bowls or cups or in the more traditional soup plates. Whichever the style it should be placed onto a liner before serving the customer.
- The melon is usually served on a liner plate - the same size as a fish plate - and will not require a liner.
- Remember the ‘ladies first’ rule.
- All food is served to the left of the customer ie. the fork side of the setting.
- Accompaniments should now be offered. With this order, castor sugar and ground ginger should be offered with the melon.
- An attentive waiter will **be aware** of the customers all the time. Be attentive without being over fussy, as customers will want peace to enjoy their meal.

See what is happening without looking

- You may need to explain that this is a skill, not easily learnt, but should none the less, be practised.
- Remind your students that they shouldn't be too quick to remove the plates - explain that the kitchen would have had the starters ready but that they may need a bit longer to produce the main courses. It is important that the guests don't feel that they are being rushed through their meal.

When the table has finished the starters and at an appropriate time, they should be cleared.

Procedure:

- Clearing is always performed from the right - the knife side. Crockery and cutlery must be lifted together.
- Remove this to the sideboard.
- Check if the guests require more water. You would not do this if the glasses were still full.
- Remove the 'dirties' to the wash up area. You are now ready to collect the main course.
- "Main course away, table number 4, please chef" is the call in the kitchen.
- Check the cutlery - the guest with the spoon and fork - no knife, is having the spaghetti.
- Serve as before. This time the spaghetti will probably have been served in a soup plate - this is placed onto a liner before offering to the guest.
- Accompaniments are served eg. Parmesan cheese for the spaghetti; the guests do not help themselves.
- At this point, make interaction, 'Enjoy your meal' is a pleasant greeting as long as it is delivered with a smile, although now a bit hackneyed. Discuss, and get the students to suggest more original things to say.
- Again watch and offer more water and perhaps bread if needed.
- Clear to sideboard when it is obvious that the guests have finished their meal. Usually, but not always indicated by them placing the cutlery together in the middle of the plate.

Students are required to serve two courses. This could be starter and main course, but could also be main course and sweet.

If the service is the latter, this is the procedure for the service of sweets:

- A menu is offered again to the guests. Allow time for them to peruse.
- Meanwhile, with a liner and a clean waiter cloth remove side plates and knives, cruet and butter dish, placing all this onto the liner as you lift them.
- Take this back to your station.
- Crumb down the table, by making a pad of the cloth and dusting down any food debris onto your liner.
- Now take the sweet order.
- Approach the table with a clean liner, your order pad and a pen.
- “What can I tempt you with today?”
- Record the sweet order and check if the guests would like coffee. This is usually ordered on the same check.
- On getting the sweet order the cutlery should be changed. The melba will probably come in a glass, so the sweet spoon and fork are removed. The guest with the crumble should now have the sweet cutlery brought down - without stretching in front of the guest. Spoon down on the right, walk round the guest and bring down the fork to the left of the setting.
- Take the check to the kitchen, one to reception and keep one on the sideboard.
- Call the check “Sweets away table 4, please chef” - again wait for the sweets to be produced.
- At the station, you will now need to place the crumble plate onto a liner, and place the melba onto a side plate, and then onto a liner and add a sundae or tea spoon before serving your guests.
- Accompaniments this time will be for the crumble. The custard sauce will come in sauce boat. This must be placed again onto a liner and served to the guest.
- Custard and any other sauces are spooned; they are never poured, so you will need a spoon on the liner for this.
- Clear as before.
- Coffee service will need cups and saucers with a spoon. These are put on a side plate and placed slightly to the right of the cover.
- A side plate and doily with sugar and milk is place centrally on the table, so that each guest can reach.
- You collect - and even make - the coffee in a pot. Make sure that the pot is clean and has no drips or run marks.

- Tea is made using a warmed pot, and is taken to the table with another pot of hot water. Usually this is placed onto a plate. Again make sure that the pots are clean.
- The tea service is placed on the table, next to the guest ordering it. You will not be expected to pour the tea.
- Coffee pot is taken to the table on a liner and the coffee is poured for the guests. This is done from the right of the customer, the spoon side - and the side where the cups have been placed. As soon as this has been done gently move the plate into the middle of the setting and in front of the customer.
- Coffee is not left on the table, unless served in a cafetière, but taken back to the **stillroom**.

You are just about finished now

- Keep a seeing eye on your guests; ensure that more coffee is offered.
- When and only when the guests ask, you can get the bill from the reception.
- You should check that the bill given is correct and that the addition is accurate.
- Present the bill folded, on a side plate to the man if there is one at the table.
- Return and stand at your station and wait for an indication that you can now remove the bill and the payment.
- Take this back to the reception and collect any change, and again place this with the receipted bill in front of the man.
- “Hope you enjoyed your meal today?” is a polite greeting at this stage.

When the guests move to leave you should if possible go with them, open the restaurant door and let them leave with another greeting and a smile “Hope to see you again.”

Coffee and tea service is not usually cleared until the guests have left.

This was a walk through a standard two course table d’hôte service.

It contains all the elements you will need to cover with the young learners.

However, you will need to break this down into bite-sized pieces and only allow service with customers when they and you are ready.

Give lots of praise for getting it right; remember what it was like when you did food service for the first time. Build their skills and you will also build their confidence and self esteem.

Student Support Section

Tutor Note on Student Activities

This section includes both student notes and activities. These materials are offered to centres as a flexible set of materials and activities which can be selected, altered and used in whatever way suits individual centres and their particular situation. For example, in the case of the student activities you might want to talk through the instructions with the learners and then give the instructions out on paper as reminders. You are encouraged to adapt and use the materials creatively in ways which will best engage your students.

It is not intended that the Student Support Section is issued to students as complete pack.

The online research and activities will provide students with a more **blended** approach to teaching and learning. Activities have been included to allow for research using the Internet. School students will be familiar with this approach. For students returning to study, you may need to spend time supporting them in the use of electronic resources.

It is important that students are made aware of and have induction training in the following areas:

- Health and Safety as it will affect them in the restaurant
- Food Safety
- Hygiene

This Unit represents a progression from *Hospitality: Working Front of House*, Intermediate 1 although, by necessity, some elements are similar given that Intermediate 2 may be the entry point for some students. This means that some of the handout materials and task types in this support pack are similar to those of the Intermediate 1 *Working Front of House* support pack, although the outputs will be required to be demonstrated a higher skill level.

Additional activities which may be helpful for use with students who have not completed the Intermediate 1 course can be found in the Intermediate 1 *Working Front of House* support pack.

Where students have already undertaken the unit at Intermediate 1, more time may be allocated to new skills such as **reception duties**, while still developing further skills in **styles of service**.

Welcome to Front of House Operations

In this Unit, you'll be learning and practising the skills involved in working in front of house and in particular in a restaurant situation. If you've already worked through the Intermediate 1 *Skills for Work* course you'll find that there are a lot of similarities between this unit and the Intermediate 1 *Working Front of House* unit. The main differences though are that you'll be tackling different styles of food service, working on different aspects of reception work and taking your employability skills in these areas to the next level.



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, - its hard work and you have to be able to think on your feet. Even when those feet are killing you - you must keep smiling because that's the work. 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!



Activity 1 - What's out there?

You're going to be exploring different styles and table settings, so let's see what's out there that you could learn from. In this activity you have to find out about restaurants available in the area, either on a walkabout, using the Internet or from memory. These can be any type of eating places, from the local chippie to a Michelin starred restaurant!

Key areas to discover:

- Who is eating what?
- Why do they choose to eat there?
- What kind of food do they serve?
- How much does it cost?
- Do you think it is good value for money?



Health and Safety

Front of House Operations – the risks

Working '**front of house**' simply means you will be working in the areas where the customers can see you. This will include the restaurant, reception, housekeeping and front hall work. Generally speaking when you are in the kitchen you will rarely see your customers.

But, 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.

The **Food Hygiene Acts** make clear the measures you must take to protect your customers and yourself when working with food. Risks here are mainly due to poor hygiene.

In both Health and Safety and Food Hygiene, a lot of the rules you have to follow are really common sense - you just have to think about what you're doing and where you're working! For example - 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. Simple!



Activity 2: Restaurant Risks



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 lessen the risk. A couple of examples are given to start you off.

Risk	Might cause	I could ...
Trailing electric flex	<i>Trips or falls, which could pull the appliance away from the socket with further risks.</i>	<i>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.</i>
Carrying plates that are too hot		

Food Hygiene



Activity 3: Hygiene risks

This time think about you and your team and how you could contaminate food in a restaurant.

Risk	Might cause	I could ...
Long hair		
Keeping a pen behind my ear	<i>Hair, dandruff or flakes of skin to fall onto table and food</i>	<i>Make sure that pens and pencils are kept on the serving table and not carried about</i>

Customer Interaction

Customers are the lifeblood of any business. That applies all the more when you think about our business - the hospitality business.

What is hospitality? A lot of it is about welcoming and being welcomed, served and appreciated. We can show hospitality among ourselves, but, when we are in the business then the **customer is king (or queen!)**.

Basically, without customers we wouldn't have jobs.

Every time you are in the restaurant, you must be aware of what you do, how you look and the way you speak to your customers - and to each other: remember that customers can often overhear what you are saying so make sure that you are being professional at all times. 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 mainly 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.



When we meet or speak to customers we must always try to be positive in what we say and do. Being positive doesn't always mean saying yes however, and sometimes we have to tell customers things that they don't always want to hear. But - there are ways of being positive without always saying yes!



Activity 4: Customer Talk



Can you and your team think about ways you could give a positive response to these comments?

It's always easier to give a straight positive answer:

“Yes, I can get you that.”

“Yes I will be right with you.”

but.....not always possible.

Look at these questions from customers. The actual situation is given in brackets and you have to think about a positive way to reply.

1. *Are you sure that this soup is vegetarian?*
(You have no idea – you forgot to check before service started.)

2. *Do you really expect me to wait this long for a table?*
(There won't be a table available for 20 minutes.)

3. *Can I make a booking for Saturday evening please?*
(The restaurant is full.)

4. *Is this fish supposed to have bones?*
(Yes, it's got loads of bones.)



Activity 5: 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 your 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?

Non Verbal Communication

What you say is only a small part of making a good positive impression.

Sometimes, you don't even have to say a word, and you will give an impression to anybody who is watching you. Your face and the way you use it tells a lot about your mood.

How often have you heard your pals say "Don't look at me like that?"



What message is this person sending?

What kind of mood is she in?

Facial expressions can tell you a lot about what the customer is thinking, and you can read it.

This is called **non-verbal communication** and we can all give and receive impressions using it or interpreting it. What we in our industry must make sure, is that the impression we give to customers is a good and positive one.

The first meeting and the impression of that will be a lasting one for the customer so remember:

- **all communication doesn't have to be spoken**
- **all communication must be positive**

You never get a second chance to make a good first impression.



Activity 6: First Impressions



In this activity you will be working in pairs.

You will be using your face and your body.
What you won't be doing is speaking!

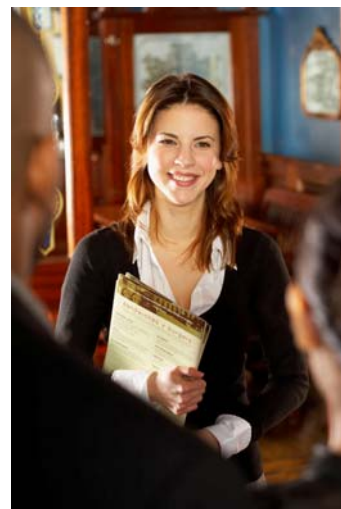
Write down what you think your partner is telling you by reading facial expressions or body language.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

How to Make a Good Impression

1. Smile

There is nothing better you can do that will create a bond when first meeting a person than to smile. A sincere smile will come from a person who is relaxed and happy. If you are not entirely happy but you can still soften your face, that will help create a good impression.



2. Eye contact

Your eyes communicate a lot about you and your emotional state. Your pupils will open and close depending on external light and internal emotion. If you like someone, your pupils will dilate. People wear eye makeup to make their pupils look larger. When you focus on people's eyes, you will be saying that you are interested in them and what they are saying. Look away or let your eyes look away, and you seem uninterested.

Practice looking at people's eye pupils when listening. If they look away when you are speaking, stop speaking until their gaze returns.

3. Greeting

When you first greet customers you need to strike the correct balance. A greeting needs to be friendly, open and yet formal. Informality only follows after a relationship has been built between people. Customers are no different.

Where the smile and eyes are in unison the greeting content could be as simple as "How are you today?" or "How may I help you?" (Note the use of an open question.)

When customers ask how you are...tell them how you would like to be! Unless of course you're already feeling great! They don't really want to know that you are overworked, skint, have slept in or are about to be chucked by your long time love. What an impression that would give!

Now, imagine the impression you would make if you told people that you 'have never been better.' Put life and energy into your greeting. Tell customers that you are really well or having a great day.

Meeting and greeting forms a very important part in creating the **good first impression**.

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 7: Telephone Impressions



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.

Your tutor will give you a number of scenarios that you have to work through.

Remember that you should not look at each other.



Activity 8: Working 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:

- Clear, tidy desk
- Smart appearance.

Customer Satisfaction

So far in this Unit we have talked a great deal about you and the way you treat your customers, and what will make a good impression on them and make them happy.

Sometimes, businesses want to know just **how** happy their customers are.



Activity 9: Happy Customers



As a group think about ways you could find out what customers think about your restaurant or place of work.



Activity 10: Methods of Payment



Cash is only one method that you can use to pay for goods and services.

What are the other methods and are some better than others for a business?

There are advantages and disadvantages for all methods of payment - see how many you can come up with.

Complete this table by showing three methods of payment and give at least one advantage and one disadvantage for each method.

The first one is cash and it's completed for you.



Method of Payment	Advantages	Disadvantages
1. Cash	<ul style="list-style-type: none"> • Easy • Convenient 	<ul style="list-style-type: none"> • You need a lot of money to give change • Easy to steal • You need to keep it secure
2.		
3.		

Guidelines for handling Cash Payments

- Customers can sometimes be mistaken with the amount of money they have handed over
 - *Keep the notes given on display until the customer has accepted and checked the change.*
- Customers will sometimes challenge the amount of change given
 - *Best practice would be to always count out the change when handling it back to customers.*
- This is not easy when it is presented on a plate at the table
 - *Spread the change and any notes out, so the customer can see what you are giving back*

Credit Card Payments

If they are not paying with cash, most people nowadays will opt to pay with a credit or debit card. Many restaurants now use hand held keypads which allow them to process the payment. The customer checks the amount and enters their pin number to make the payment.

The 'chip and pin' system was launched in 2007 to try to combat credit card fraud which costs the banks millions of pounds every year. A simple signature is becoming less acceptable as proof of identity.

Cheques

Although not used as widely as they used to be, cheques are still an important method of settling accounts.

Here are some of the rules involved when receiving cheques:

- Check that the date written on the cheque is correct - this is particularly important at the beginning/end of a month and in the early months of a new year.
- Check that the amount written in full matches the amount in numbers.
- Check that the customer's signature is given and that it matches the one on the cheque guarantee card.
- Alterations by the customer are allowed, but the alteration should be initialled by them at the time.

Establishments usually only accept cheques when backed or guaranteed by a bank card. This should be in date and have a specimen signature shown on the back. This will guarantee the payment of the cheque up to a maximum level - usually £50 or £100.

- A bank card, or cheque guarantee card, allows you to check that the signatures match.
- The receptionist should write the card numbers on the back of the cheque.
- Never accept multiple cheques for amounts which exceed the guaranteed total. e.g.a £140 account paid by 2 x £50 and one £40 cheque, because the guarantee limit was set at £50.

Post to account payments: this is common in hotels where guests want to pay for everything at the end of their stay rather than paying each time they buy a meal or a drink. This is how it works:

- open a customer account as they enter the establishment
- set up an account for that guest
- show the date, name (and company name if relevant)
- transfer onto the account any charges from [check](#)s received
- keep the account 'live' until the guest asks to settle the bill
- when requested, double check that all add-ons have been recorded and this account can now be totalled
- give the account to the customer for settlement
- after payment, a copy is returned to the customer

Great care should be taken with guest accounts as these represent the cash owed to the establishment by the customer - in the same way as the notes in the till. Losing or misplacing them is the same as losing money.



Activity 11: Handling Payments



Commercial hospitality organisations are in business to make money. When you are working in a restaurant one of the tasks you will do is to give customers their bills and take their money.

Role play making up bills and taking payments.

If this was for real what is the first thing the cashier should do?

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 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 did it well, 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**.

During this Unit you will be doing two different styles of service:

Assisted Buffet Service

- It is assisted because you will serve the guest from behind a serving table or buffet.

Table d'hôte Service

- Here the menu is restricted and you will carry out the entire service with the customers sitting at their table.

Before each practical session your tutor will talk through the menu, explaining what each dish is and how it will be served. You will find out then what cutlery you will use. You'll also find out which accompaniments you will need and sauces which will be served from the kitchen.

Remember you will be working as part of a bigger team so you will never be left on your own. Customers are very understanding and will accept that you are learning.

Keep smiling and you will win them over!

Assisted Buffet Service



Notice that, this style of service is not self service.

The food, which may be a selection of hot and cold dishes, is laid out on display. You assist the customer by explaining what each of the dishes are and what they contain.

Once the choice has been made you will serve that onto the customer's plate. With a buffet style there is usually no need for menus, since your customers can see all of the food on offer.

Make sure you know about 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 each customer
- Offering to take any orders for drinks, serving water, and bread/rolls
- Explaining to the customers how the food is being served ie. that they should go to the buffet table to be served.

The sauces customers are likely to ask for are known as **accompaniments**.

It will help you if you know which accompaniment is served with what dishes, and what your customers are likely to ask for. Don't worry - you won't have to learn them all, but be aware that they will need to be on hand depending on the dishes that you are serving.

Have a look at the list on the next page. There are some blank spaces left for to add any accompaniments or sauces that are not already shown.

Basic Accompaniments

Add others as you come across them.

Dishes- Starters	Accompanied with:
Minestrone	Grated Parmesan cheese
Pulse and pureé soups	Croutons
Smoked Salmon	Buttered brown bread. A peppermill is also offered
Melon slices or wedges	Castor sugar and ground ginger
Paté	Buttered toast
Main courses	
Grilled meats	A selection of mustards -usually English and French
Fried fish in crumbs	Tartar sauce
Roast Joints Beef	Horseradish sauce
Lamb	Mint sauce or mint jelly
Pork	Apple sauce
Chicken	Bread sauce
Pasta dishes	Parmesan cheese and a peppermill
Curries	Mango chutney
Cold dishes with salad	Mayonnaise or vinaigrette
Sweets and afters	
Hot puddings	Cream, custard or similar sauce
Cheese	Butter, crackers or oatcakes. The cruet is usually put back on the table.

Assisted Buffet 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.

At the beginning, and while you are still practising, this is all you will need to do.

Remember that if you do this setting and you are serving sweets you will have to add the spoon and fork.

Any cutlery taken to the table when guests are seated should be placed onto a [liner](#) plate and then taken to the table. Transfer every piece of cutlery by the handle.

During the meal service:

- Check if your guests would like 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 guests would like 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.

Don't worry - you will never have to clear more than two at a time!

Plated Meal Service



With assisted buffet service the customers will come to the buffet table to be served. When we do **plated service** you will do the serving to the customers when they are seated at their table.

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.

Table d'hôte is a style of service, where all the cutlery the customer may need is on the table before you start serving.

Table d'hôte is also a style of menu, where a choice of different dishes are offered. Usually, starters, main course and sweets are on the menu. The price is the same no matter what dish the customer chooses.

It can be served in a number of ways, but you will be doing a **plated service**.

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 any accompaniments or service sauces as requested

After customers have finished eating:

- clearing the plates and cutlery
- serving tea or coffee
- presenting the bill
- taking the customers' money, cheque or maybe a credit card
- taking this to the receptionist who will take the money and give you change if needed, and receipt the bill to show it is paid
- you will then take this back to the table and the customer.

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

Table d'hôte 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.

Here you see that 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, ie. pepper and salt.



The main thing to remember 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 things first

Just before service and the customers arriving check that:

- You know the menu
- You know what's in each dish
- You have the menus, and enough of them for one for each customer
- You have your pad and pen
- You have a station/sideboard allocated
- You have a tray at the side
- You have a supply of cutlery
- You have a supply of liners
- You have your waiters cloth over your arm
- You have a clean jug of iced water
- You are looking smart and wearing a big **SMILE**



Meeting Greeting and Seating

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 eg.

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

‘Good evening, my name is Anne. My team and I 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 choices, 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 order pad is an important part of your tool kit. You will write on it:

- the table number
- the number of guests at the table - the covers
- the customers' orders
- your name – or initials
- the date
- the room number – this is used when you are serving customers in a hotel where their meals can be charged to the room and settled later, or when they check out.



Each pad has a serial number. This is to make sure that all orders are being charged

Here is an example:

Table No: 4	Covers: 2
1 Soup	
1 Melon	

1 Braised liver	
1 Spaghetti bolognaise	
2 Vegetables	
Server: Pat L	Room number: 210
Date: 3/6	
0485729	

Why use an order pad?

- 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 order pads 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 the receptionist 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 will help you to remember what 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 what each customer is having at the table all you have to do is serve the food to the right customer, right?

Well not quite yet.

You have the orders for the two customers.

Remember what cutlery you have on the table:



- Only one customer will need the soup spoon - take one away.
- One of your customers will need a small fork and knife to eat the melon with - get that from your sideboard and take it, on a liner, to the table and place it on the table for the customer who is having the melon.
- Have you ever tried eating spaghetti with a knife and fork? Take it away and replace with a sweet spoon and small fork.



This has all been written out in steps, but with practice you will soon be able to take all the cutlery needed, on your liner, and lift one and lay the other all at the same time. You'll soon get the hang of it.

Off to the kitchen now to collect your customer's starter course.

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 eg. where the customer is seated against a wall, or when to serve from the left would interrupt a conversation.
- Remember to offer accompaniments
- Top up water, if you see that the customers may want some more
- Check that customers are happy with their meal
- 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.



With table d'hôte style of service, traditionally only the starter and main course order is taken at the start of the meal.

After the main course is cleared - there are tips about clearing coming up - the menus will be offered again (some places have a separate dessert menu) and then:

- With the liner in your hand, clear the side plates and knives
- Remove the salt and pepper
- With a clean liner and a clean waiter's cloth folded into a pad, brush down the tablecloth in front of each of the customers.



- Crumbs and food bits are brushed onto the liner
- Bring down the sweet cutlery - remember this is at the top of the setting
- Bring it down so that the spoon is where the soup spoon was, and the fork is where the joint fork was at the beginning of the meal.

At this point all that should be left on the table is:

- the sweet cutlery
- the table number
- water glasses



Now you are ready to take the sweet order. Orders for tea or coffee are usually taken along with the sweet order. You will see it on the check.

Use the order pad again.

When you have taken the order, it might look like this:

Table no: 4	Covers: 2
1 Rhubarb Crumble	
1 Peach Melba	
1 coffee	
1 tea	
Server: Pat L	Room number: 210
Date: 3/6	
O485730	

Remember what you had to do before you took the top copy of the check to the kitchen?

- Check the order and the cutlery and make any changes.
- With this order, the customers who ordered the Melba will need a much smaller spoon to be able to get it into the glass. So, take away the spoon and fork.

Off you go to the kitchen and bring back the sweet order.

Once the customers have finished you are ready to clear the plates again.

Clearing Cutlery, Crockery and Glassware

- Wait until all members of the party have 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. When a guest lays the cutlery on either side of the plate and overhanging, this can be taken to mean that 'I'm still eating - leave me alone'.
- If you're not sure, a simple '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.
- If you are clearing two plates they can be carried simply with one in each hand.
- Take the plates to the sideboard and arrange them on a tray along with everything else that will be going back to the [servery](#).
- 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.**

You are ready now to serve the guests with the coffee they ordered.

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 restaurants will also place the cup and saucer onto a **plate**.

You will also need:

- **Sugar** and **milk**. These are usually, although not always, placed onto a plate before you put 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 – you 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 was always a woman who poured the tea!

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?'

These questions are both acceptable ways of you finding out how your guests would like their 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](#). Teapots and cafetières are left on the table however.

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



With that done and your customers happy, you are ready to present the bill.

Presenting the Bill

Your tutor will show you how this is to be done in your restaurant.



Here is a fairly common way of presenting the bill:

The same system will be used in both the service styles.

- Collect the bill from the reception.
- You have given them all the copies of the checks, so they know what is what.
- 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.
- Collect a customer comment slip at the same time.
- When a customer asks you for the bill, give it to the person who asked for it.
- Take a minute to ask the guests if they would mind giving you some feedback on today's meal
- Leave a customer comment slip.
- 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 the cash, cheque or card.
- Take the money to the cash desk at reception and ask that the return bookings go into the diary, 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.
- Ask if they wish to make another booking.
- If they do, confirm that you have made the return booking for them



**Well done
You should feel pretty good!**

Glossary of Terms

Term	Meaning
Accompaniments	sauces, relishes or other items served with dishes
Bringing down	when the sweet cutlery is moved down beside the customers' hands
Check or Order Pad	The record of the customer's order. Usually a duplicate or sometimes triplicate copy pad. The top copy goes to the kitchen and the second to the receptionist or cashier. The third is kept by the waiting staff.
Cruet	salt and pepper placed on table
Liner	an under plate, usually the size of a fish plate
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
Station	a group of tables you will be serving or the sideboard you will use as your serving area
Still room	the area usually in the kitchen where tea and coffee is produced; also the area waiting staff use during the 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