

# Sample Scheme of Work

**Course / Programme:** Level 2 Food & Beverage Service

**Unit/Module/Course:** Level 2 Diploma in Food & Beverage Service

**Reference Codes:** Unit reference number H/601/4986

Unit code 2FS2

Level 2

**Topic: Serving Food at the Table**

## Health and Safety

Activities that involve large or potentially hazardous equipment should be documented and measured against the standard college risk assessment policies. Please ensure that you date this section to show that it is current.

## How is Equality and Diversity Promoted in the Learning?

- Language used in class that is not specific gender orientated
- All learners to have access to books and IT equipment
- Different genders and races used in lesson examples and pictures

## How will Students Develop Personal, Social, Industry and Employability skills?

- Make significant contributions to discussions to help move forward
- Practice writing skills when taking notes
- Self-study reading skills
- Confidence in dealing with the public
- Experience of working in a Simulated working environment (SWE) and Realistic working environment (RWE)

Week	Guided Learning Hours per SESSION	Objectives	Tutor Activity and Resources	Student Activity and Resources	Assessment	How will students develop their English and maths skills
1	10  Tutor : Student ratio (GLH)  7:3	<ul style="list-style-type: none"> <li>• Understand different customer groups</li> <li>• Identify internal and external customers</li> <li>• Identify the differences between customer needs and expectations</li> <li>• Discuss the personal, professional standards expected when serving food at the table.</li> <li>• Understand effective communication and its importance in serving food at the table.</li> </ul> <p>Mix of classroom and SML</p>	<p>List all the tasks and activities you will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.</p> <p><b>Resources:</b> List the resources you plan to use in this lesson.</p> <ul style="list-style-type: none"> <li>• <span style="color: #800040;">Tutor taught</span></li> <li>• <span style="color: #800040;">Different customer groups within Hospitality</span></li> <li>• <span style="color: #800040;">Internal and external customers</span></li> <li>• <span style="color: #800040;">Customer needs and expectations</span></li> <li>• <span style="color: #800040;">Different types of selling; up selling, suggestive selling</span></li> </ul>	<p>List all the tasks and activities your students will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.</p> <p><b>Resources:</b> List the resources you plan to use in this lesson.</p> <ul style="list-style-type: none"> <li>• Students to work though the <span style="color: #0070C0;">i-Ask: Elements of Good Customer Service</span> independently, some of which will include learning from the classroom session.</li> <li>• Students to work through <span style="color: #0070C0;">i-Ask: The Process of Good Customer Service</span> independently, some of which will include learning from the classroom sessions.</li> </ul>	<p>How will you assess whether students have met the learning outcomes during and at the end of the lesson?</p> <ul style="list-style-type: none"> <li>• As a method of informal assessment, and after the classroom session, learners will complete the <span style="color: #0070C0;">i-Check: Body Language and Good Service</span>.</li> <li>• As a method of informal assessment, and after the classroom session, learners will complete the <span style="color: #0070C0;">i-Check: Professional Presentation</span>.</li> </ul>	<p>How will the lesson help to develop individual student's English and maths skills?</p> <ul style="list-style-type: none"> <li>• Students to be set <span style="color: #0070C0;">i-Check</span> and assessments to be complete in their own time This will be checked in the next lesson.</li> <li>• Developing their reading skills using text books and online resources and understand technical and complex words</li> <li>• Speaking and listening skills will be developed through the discussions within the classroom</li> </ul>

Week	Guided Learning Hours per SESSION	Objectives	Tutor Activity and Resources	Student Activity and Resources	Assessment	How will students develop their English and maths skills
2	<p>10</p> <p>Tutor : Student ratio (GLH)</p> <p>6:4</p>	<ul style="list-style-type: none"> <li>Understand the different pieces of legislation which impacts on the food service industry</li> <li>Identify safe working practices which comply with legislation</li> <li>Explain the consequences of not following safe working practices</li> <li>Understand the impact of correct use of consumable in Hospitality</li> </ul> <p>Mix of Classroom and SML</p>	<ul style="list-style-type: none"> <li>Different types of communication</li> <li>Pieces of legislation which impact on the Service of food at the table.</li> <li>Correct use of consumable and the impact of poor use of consumable on the business</li> </ul>	<ul style="list-style-type: none"> <li>Students to complete the <a href="#">i-Ask: Legislation in Hospitality</a> as a knowledge check following the classroom delivery.</li> <li>Students to complete the <a href="#">i-Ask: Consumables in Hospitality</a> as a knowledge check following the classroom delivery.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">i-Check: Legislation in Hospitality</a></li> <li><a href="#">i-Check: Consumables in Hospitality</a></li> <li><a href="#">i-Test: Legislation and Consumables in Hospitality</a></li> </ul>	<ul style="list-style-type: none"> <li>Students to be set <a href="#">i-Tests</a> and assessments to be complete in their own time This will be checked in the next lesson.</li> <li>Developing their reading skills using text books and online resources and understand technical and complex words</li> </ul>
3	<p>5</p> <p>Tutor : Student ratio (GLH)</p> <p>2:3</p>	<ul style="list-style-type: none"> <li>Understand the importance of customer service and good communication.</li> <li>Establish a report with a customer and understand how to respond to customer questions.</li> <li>Understand the processes within serving food at the table.</li> <li>Understand Legislation which affects customers.</li> <li>Understand the Customer Journey.</li> </ul>	<ul style="list-style-type: none"> <li>Tutor to walk through the <a href="#">i-Practice: Customer Journey</a> discussing the different points within the iPractice and relating back to the learning which has taken place throughout the topic to date.</li> </ul>	<ul style="list-style-type: none"> <li>Students to actively discuss and share their knowledge when walking through the <a href="#">i-Practice: Customer Journey</a> in the classroom</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">i-Practice: Customer Journey (assessment)</a></li> </ul>	<ul style="list-style-type: none"> <li>Students to work through the assessment part of the <a href="#">i-Practice</a></li> </ul>
4	<p>5</p> <p>Tutor : Student ratio (GLH)</p> <p>1:4</p>	<ul style="list-style-type: none"> <li>Demonstrate safe working practices whilst service food at the table</li> <li>Correctly demonstrate good Mise-en-place practices</li> <li>Demonstrate effective customer service through table service</li> </ul> <p>Working practices observed in a RWE</p>	<ul style="list-style-type: none"> <li>Tutor to utilise learners working in a RWE in order to assess competence against the performance requirements of the Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>Students to work on a dinner service in the RWE of the college to demonstrate the skills and knowledge which they have learnt through the previous theory sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Work based observation of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and listening when dealing with customers.</li> </ul>

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5	<p><b>5</b></p> <p>Tutor : Student ratio (GLH)</p> <p><b>1:4</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate sufficiency in safe working practices in serving food at the table</li> <li>• Demonstrate adherence to legislative requirements when serving food at the table</li> <li>• Demonstrate effective selling strategies when dealing with customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor to utilise learners working in a RWE in order to assess competence against the performance requirements of the Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to work on a dinner service in the RWE of the college to demonstrate the skills and knowledge which they have learnt through the previous theory sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work based observation of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening when dealing with customers.</li> </ul>

