

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Module Descriptor

Food and Beverage Service

Level 2 D20143

September 2001

www.ncva.ie

Level 2 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.ncva.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the NCVA approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Food and Beverage Service
2	Module Code	D20143
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module has been developed to provide an understanding of the role of the food and beverage department within the structure of the hotel, catering and tourism industry. It is designed to facilitate integration into the work-place and/or into professional training. Opportunity is provided to develop specific skills at an initial level.</p> <p>This module is mandatory for the National Vocational Certificate Level 2 Hotel and Catering.</p>
6	Preferred Entry Level	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	<p>Providers: Centres will require the approval of CERT prior to offering the module. An approval form is available at the back of this module descriptor.</p> <p>The content and delivery of this module must comply with the criteria specified by CERT and available from CERT. Minimum recommended resource requirements are available from CERT.</p>
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 be able to identify the role of the food and beverage department in a hotel, catering and tourism operation</p>

- 10.1.9 deal courteously with complaints and compliments
- 10.1.10 identify the factors which contribute to creating atmosphere in a food and beverage operation
- 10.1.11 work positively as a member of a team
- 10.1.12 describe the importance of food service hygiene
- 10.1.13 maintain an appropriate standard of personal and work hygiene
- 10.1.14 interpret basic food and beverage terminology.

Unit 2 Food and Beverage Service Areas

Learners should be able to:

- 10.2.1 apply safe practices in relation to food and beverage service
- 10.2.2 demonstrate the cleaning and maintenance procedures for restaurant areas and equipment
- 10.2.3 lay-up a table for à la carte service, using both tablecloths and table mats
- 10.2.4 lay-up a table for table d'hôte service
- 10.2.5 construct simple napkin folds
- 10.2.6 prepare trays for morning coffee, afternoon tea and room service
- 10.2.7 organise a side board
- 10.2.8 use a service cloth.

Unit 3 Carrying, Serving and Clearing

Learners should be able to:

- 10.3.1 explain the procedure and sequence of service of food and beverage
- 10.3.2 demonstrate the techniques of carrying trays (with glasses), service flats and plated meals
- 10.3.3 serve appropriate accompaniments to meals
- 10.3.4 apply spoon and fork technique in food service

- 10.3.5 apply procedures for service of trays and plated meals
- 10.3.6 clear plates and cutlery maintaining a tidy table between courses
- 10.3.7 remove and add spare covers
- 10.3.8 change an ashtray
- 10.3.9 deal with accidents, spillages and breakages during service.

Unit 4 Billing and Payment

Learners should be able to:

- 10.4.1 compile a bill, including service charges
- 10.4.2 accept payment with cash and non-cash transactions
- 10.4.3 operate cash register and float.

Unit 5 Beverages

Learners should be able to:

- 10.5.1 list broad categories of wine by type
- 10.5.2 identify wine service equipment and glassware
- 10.5.3 serve a bottle of wine at correct service temperature
- 10.5.4 serve hot and cold beverages
- 10.5.5 demonstrate an understanding of the general principles of wine storage.

Unit 6 Product Knowledge

Learners should be able to:

- 10.6.1 outline the structure and composition of menus
- 10.6.2 define simple culinary terms, including basic menu French
- 10.6.3 state the composition of popular menu items
- 10.6.4 list the accompaniments to popular menu items.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

Summary	Skills Demonstration	75%
	Examination (Theory-Based)	25%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills and knowledge as outlined in the specific learning outcomes.

The internal assessor will devise three suitable tasks to test candidates' food and beverage service skills. The tasks should focus on

- preparing a dining room
- serving a meal
- hospitality skills.

As part of the skills demonstration(s), candidates will demonstrate their awareness and understanding of safety and hygiene issues, organisational skills and team work, and effective customer service as described in the specific learning outcomes.

The skills may be assessed at any time throughout the learning process. Candidates will submit supporting documentation as part of the assessment.

11.2 Examination

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding requiring responses to a range of short answer questions. The questions may be answered in different media such as in writing or orally.

The examination will be based on a range of specific learning outcomes and will be 1 hour in duration.

The format of the examination will be as follows:

12 short answer questions, of which candidates are required to answer 10 (5 marks each).

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Food and Beverage Service D20143 Skills Demonstration 75%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • efficient and effective demonstration of food and beverage service skills 	60	
<ul style="list-style-type: none"> • effective use of organisational skills and team work, including planning and preparation, accompanied by supporting documentation 	45	
<ul style="list-style-type: none"> • clear understanding and application of safety and hygiene practices 	15	
<ul style="list-style-type: none"> • consistent demonstration of professional and pleasant customer service 	30	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	150	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Food and Beverage Service D20143 Examination (Theory- Based) 25%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<p>12 short answer questions, answer any 10 (5 marks each) (indicate questions answered)</p> <p style="text-align: center;">Question No.:* _____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	50	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

* The internal assessor is required to enter here the question numbers answered by the candidate.

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

Evidence of Approval

CERT

D20143 Food and Beverage Service

A special requirement for this module is that the provider must secure the approval of CERT before entering candidates for assessment. To apply for approval complete the form below and send it to CERT. Once approved, CERT will return a signed copy to you. The signed copy must be held in the centre as evidence of approval and be available for the NCVA external examiner. This process must take place in conjunction with the normal NCVA application procedure.

**This form is evidence that CERT has approved this centre to run the module
D20143 Food and Beverage Service.**

To be completed by the Course Provider:

Centre Name	_____
Address	_____ _____
Centre Roll Number	_____ Tel. No _____ Fax No _____ E-mail _____
Name(s) of contact person	_____
Name and qualifications of module tutor(s)	_____ _____
Name and qualification of person who will assess the module <i>D20143 Food and Beverage Service</i> (this must be agreed with CERT)	_____ _____
Number of candidates	_____ Approximate date of practical assessment _____
I confirm that this centre has the resources necessary to offer <i>D20143 Food and Beverage Service</i> .	
Signature of Centre Principal/Director	_____ Date _____

CERT Contact and Address

Training Adviser, Curriculum, Certification and Research Section
CERT
CERT House
Amiens Street
Dublin 1
Tel.: 01-8847700
Fax: 01 8556821

Signature

CERT _____ Date _____

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.