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| Title | **Support the professional development of the food and beverage service team** |
| Level | **4** | **Credits** | **20** |

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| Purpose | The aim of this module is to develop the knowledge, understanding and skills to support the professional development of the food & beverage service team |

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| Classification ISCED | 1013 Hotel, restaurants and catering |

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| Available grade | Competent / Not yet competent |

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| Modification history | N/A |

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| **Competency Unit** | **Performance Criteria** | **Knowledge and understanding** |
| **LU1:**Contribute to the development of food outlet teams and individuals | **The student will be able to:**P1:Contribute to the identification of development needs for food outlet individuals and teams accuratelyP2:Ensure that the development needs identified are consistent with food outlet team objectives and organisational valuesP3:Ensure that contributions to the planning process reflect the identified development needs of all those food outlet associates under own responsibilityP4:Agree ideas with individual food outlet team membersP5:Contribute to the development activities to support food outlet team objectives and plansP6:Take into account the work activities, learning abilities and personal circumstances of individual food outlet team members | K1 :Explain How to present development needs to people in a way which is likely to influence their decision making positivelyK2 : Explain the importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to thisK3 : Explain How to collect and validate relevant information needed to identify development needsK 4: Explain Team objectives and organisational values which have a bearing on development needsK5 : Explain How to decide whether development needs are consistent with organisational objectives and valuesK 6: Explain How to identify development needs in the teamK7 : Explain The importance of agreeing development plans with those involved and how to reach such decisions |

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|  | P7:Encourage and use feedback from those taking part in the activities to improve own future contributions to development activitiesP8:Contribute to the assessment of food outlet associates against development objectivesP9:Provide information about assessments to authorised people only, in the required format and to agreed deadlines | K 8: Explain How to contribute to planning the development of teams and individuals, taking account of team and organisational constraints in the planning processK9 : Explain The training needs you have identified and how your contributions to the planning process will help meet these needsK 10: Explain The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activitiesK 11: Explain The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking partK12 : Explain How to encourage and gather useful feedback from team members on the development activities they are involved inK13 : Explain the types of relevant contributions which you could make to development activities for your team members |

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| **LU2:**Contributing to the provision of required food outlet associates | **The student will be able to:**P1:Use methods to assess and select food outlet associates that meet organisational requirementsP2:Provide information that is complete, accurate and supports the fair assessment of food outlet associatesP3:Make suggestions for the selection of food outlet associates that are based on objective assessments of the information against agreed selection criteriaP4:Make suggestions for selection that are clear and accurateP5:Make suggestions available only to authorised peopleP6:Handle communications with food outlet associates in a manner and at a level and pace appropriate to their needsP7:Make sure records of own contribution to the selection process are complete, accurate, clear and meet organisational requirements | **The student will be able to:**K1:Understand methods to assess and select food outlet associates that meet organisational requirementsK2:Explain the complete, accurate and supports the fair assessment of food outlet associatesK3:Communications with food outlet associates in a manner and at a level and pace appropriate to their needs |
| **LU3:**Leading the work of food outlet teams and individuals to achieve objectives | **The student will be able to:**P1:Plan the work of food outlet teams and individualsP2:Involve the food outlet team and individuals when planning their work | **The student will be able to:**K1 : Explain the importance of effective communication when explaining work plans and allocationsK2 : Explain to present work plans in a way that gains the |

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|  | P3:Present work plans in a way that gains the support and commitment of those involvedP4:Assess the work of food outlet teams and individualsP5:Provide both positive and negative feedback to food outlet teams and individuals on their workP6:Review the work of the food outlet team and individuals on a regular basisP7:Provide support for continuous improvement for food outlet teams and individuals | support and commitment of those involvedK3 : Explain the importance of the associate being clear about the purpose of the work to be done and of communicating this effectively to those involvedK4 : Explain the importance of good communication skills when providing feedback on work and performanceK5 : Explain to provide both positive and negative feedback to team members on their performanceK6 : Explain to choose an appropriate time and a place to give feedback to teams and individualsK7 : Explain the importance of planning work activities and the associate's role and responsibilities in relation to this |
| **LU4:**Managing own self in a food outlet environment | **The student will be able to:**P1:Develop objectives for own food outlet work role which are compatible with the vision, objectives and values of the organisationP2:Agree, with line manager, objectives for own food outlet work role and ways to evaluate progress and achievementP3:Prioritise objectives and manage own time in order to achieve them and delegate objectives and | **The student will be able to:**K1 : Explain to gather and validate informationK2 : Explain to analyse your work role and how it relates to other roles in the organisationK3 : Explain to monitor changes, trends and developmentsK4 : Explain to evaluate the impact of different factors on your roleK5 : Explain to update work objectives in the light of your |

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|  | responsibilitiesP4:Use technology effectively to help achieve own objectivesP5:Identify and eliminate distractions and activities that do not support the achievement of own objectivesP6:Monitor changes to the organisation’s objectives, processes, systems and structures and how they impact on own roleP7:Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising own objectives and priorities as necessaryGet regular feedback on own food outlet P8:performance from those who are able to provide objectively the specific and valid feedbackP9:Monitor progress towards own food outlet objectives and evaluate, with line manager, the extent to which objectives have been achievedP10:Agree, with line manager, any changes to own food outlet objectives in the light of own performance, feedback received or changes in organisational priorities | performance, feedback received or changes in organisational prioritiesK6 : Explain to record the use of your time and identify possible improvementsK7 : Explain Individuals within your area of work, their roles, responsibilities, competences and potentialK8 : Explain Your organisation's structure, systems, business processes and organisational objectives |

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| **LU5:**Contributing to the identification and implementation of sales development activities for food and beverage service | **The student will be able to:**P1:Support the management team in establishing clear sales development activities for the organisationP2:Assist in preparing a sales plan that identifies and prioritise sales development activities that are consistent with the vision of the organisationP3:Ensure that the plan is flexible and open to changeP4:Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectivelyP5:Agree with senior colleagues measuring, monitoring and evaluating performance against sales development activitiesP5:Gain the commitment of associates for the implementation of sales development activitiesP6:Bring together the needs and expectations of associates with what is required of them to implement sales development activities | **The student will be able to:**K1 : Explain the importance of developing and implementing sales development activitiesK2 : Explain the importance of creativity and innovation in sales development activitiesK3 : Explain to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound)K4 : Explain to delegate responsibility and allocate resources to support implementation of sales development activitiesK5 : Explain to develop measures and methods for monitoring and evaluating performance against the implementation of sales development activities |

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| **LU6**Preparing, delivering and evaluating training sessions for food outlet associates and teams | **The student will be able to:**P1:Prepare appropriate food outlet training plans and materialsP2:Produce specific aims and objectives for the sessionP3:Identify the resources needed to deliver the sessionP4:Select appropriate methods to deliver trainingP5:Ensure all learning materials are availableP6:Deliver food outlet training to individuals or groupsP7:Use a range of appropriate techniques and activities throughout the session, including technology-based learningP8:Carry out assessments at appropriate points to ensure that learning has taken placeP9:Evaluate the effectiveness of training | **The student will be able to:**K1 : Explain to produce aims and objectives for specific sessionsK2 : Explain to choose appropriate ways of delivering training in relation to the objectives of the session and learners' needsK3 : Explain to ensure that the way you have chosen will help individual learners achieve the necessary outcomes of the sessionK4 : Explain to match the delivery method to the necessary outcomes of the sessionK5 : Explain to monitor and review learners' progress in the sessionK6 : Explain to evaluate the effectiveness of the session against aims and objectivesK5 : Explain to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development |