

# Unit 36: Principles of Preparing and Clearing Areas for Table Service

**Unit code:** R/502/8260

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

The aim of this unit is to enable learners to gain knowledge of how to prepare and clear areas and equipment for table service including checking stock levels, prepare customer dining areas for table service including laying tables and clearing dining and service areas such as stacking cutlery for cleaning.

## Unit introduction

Food and drink service is an important area of the hospitality and catering industry, in that it is the 'shop window' for the food produced in the kitchen. This is the area, for example a restaurant or bar, that customers will see, so it is essential that the area is properly prepared before opening.

Learners need to know how to prepare the area for food and drink service and will also learn how to leave the area clean and hygienic after service.

All staff working in the food industries must have an understanding of hygiene and safety for their working environments. In this unit learners will have the opportunity to develop their understanding of why personal presentation and hygiene are so important for food and drink handlers and also why they must work safely and dispose of waste correctly.

Many restaurants are noted for their ambience and learners will develop their knowledge of how to provide appropriate ambience and atmosphere in the food service area, as well as ensuring that the correct equipment and condiments are available for their customers.

After customers have left, the area has to be cleared. Learners will look at how to clear the area safely and how to ensure that security procedures are followed, as well as being able to deal with unexpected situations.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

| Learning outcomes                                                          | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Know how to prepare service areas and equipment for table service</p> | <p>1.1 Describe safe and hygienic working practices when preparing areas and equipment for table service</p> <p>1.2 Describe procedures for storage and stock rotation of food service items</p> <p>1.3 Describe procedures for maintaining service equipment</p> <p>1.4 Describe the types of unexpected situations that might occur when preparing service areas and equipment</p>                                                                                         |
| <p>2 Know how to prepare customer and dining areas for table service</p>   | <p>2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service</p> <p>2.2 State the importance of checking table items and menus before service</p> <p>2.3 State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service</p> <p>2.4 Describe the types of unexpected situations that might occur when preparing customer dining areas</p> |
| <p>3 Know how to clear dining and service areas after table service</p>    | <p>3.1 Describe safe and hygienic working practices when clearing dining and service areas</p> <p>3.2 Describe the procedures for handling and disposing of waste correctly</p> <p>3.3 Identify the security procedures that should be followed</p> <p>3.4 Describe the types of unexpected situations that might occur when clearing dining and service areas</p>                                                                                                           |

## Unit content

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### 1 Know how to prepare service areas and equipment for table service

*Safe and hygienic working practices when preparing for table service:* personal hygiene (washing hands, correct clean uniform, headwear); personal protective equipment (PPE) (gloves, safety glasses, shoes, face masks); use of equipment; transporting of equipment (trays, trolleys, dumb waiter); manual handling (safe movement of people, lifting, carrying, pushing and pulling, using correct techniques); identifying hazards (observation, risk assessment); sources of bacteria (people, equipment); cross-contamination (chemical, physical)

*Procedures for storage and stock rotation:* prevention of cross-contamination; keeping food for future use; chilling/freezing; wrapping; storage times; defrosting; use-by dates; deliveries (checking quantity and quality, checking against order and delivery note); correct storage of items (refrigerated food, frozen food, dry food); date marking; stock rotation (first in, first out)

*Procedures for maintaining service equipment:* equipment (service cutlery, silverware, glassware, service dishes, flats, hot plates, plate warmers, refrigerated units, ice machines, hot and cold beverage containers, trays, trolleys, sideboards, side tables, service tables, kettles, urn, specialist coffee equipment, espresso machine, cafetières); safe practices (no running, careful handling of equipment); following manufacturers' instructions; checking all equipment is in working order and clean; stocking up service equipment (linen, crockery, cutlery, glassware and menus); checking crockery and glassware is not cracked or chipped

*Unexpected situations when preparing service areas and equipment:* shortage of equipment; shortages of stock; broken or dangerous equipment; incidents or accidents; limit of authority; unfinished work from colleagues

### 2 Know how to prepare customer and dining areas for table service

*Safe and hygienic working practices when preparing dining areas:* customer dining areas (restaurants, bars, garden areas, patios, marquees); keeping all areas tidy; cleaning up any spillages; turning on and checking electrical equipment; ensuring cutlery, glassware and crockery is clean; good personal hygiene (wash hands, cover cuts, clean uniform, hair tied back); using correct practices when moving furniture

*Checking table items and menus before service:* equipment (tables, chairs, linen, lay-up, stock, table decorations, glassware, cutlery, crockery, menus, condiments, accompaniments); importance of checking table items and menus before service (customer satisfaction, departmental procedures, reduce customer complaints, improve work efficiency)

*Checking heating/air conditioning/ventilation and lighting:* ensuring all environmental equipment works; reporting any faults as necessary; creating a comfortable dining area; importance of checking before use (comfort of customers, reduce customer complaints)

*Unexpected situations when preparing dining areas:* spillages; breakages; damage to equipment, furniture, furnishings; incorrect lay-up; incorrect menu information; pests and vermin; customer problems; limit of authority (providing alternative solution, requesting assistance, contacting appropriate person); explaining situation (inform and update)

### **3 Know how to clear dining and service areas after table service**

*Safe and hygienic working practices when clearing dining and service areas:* manual handling (movement of people, movement of equipment, lifting of equipment); correct disposal of waste (food and drink debris, paper waste, cardboard and boxes, soiled linen, recycling); hygienic procedures (washing hands at appropriate times, correct personal protective equipment (PPE))

*Procedures for handling and disposing of waste:* minimising accidents; maintaining personal hygiene to prevent cross-contamination; using correct bins to avoid pest infestation and smells; wrapping broken glass in paper

*Security procedures to be followed:* locking food and equipment storage areas; locking premises; storing any keys in the correct place; banking any cash according to company policy

*Unexpected situations when clearing dining and service areas:* spillages; breakages; damage; lost property; security problems; remaining calm (tone of voice, body language); limit of authority (provide alternative solution, request assistance, contact appropriate person); explain situation (inform and update)

## Essential guidance for tutors

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### Delivery

This unit introduces learners to the principles of preparing and clearing areas for table service. It underlines the importance of the professional approach to service and the high standards of hygiene and appearance required of staff and service areas. It is important to encourage learners to draw on their own experience of the hospitality and catering industry, especially any experience they have in food and drink service, for example from their working experience. Starting the learning with discussions of what learners expect from a food service business will help to develop knowledge of what is expected in a successful business.

Much of the unit could be delivered using practical situations with learners taking part in role play, for example laying tables with various lay-ups. This would give learners the opportunities to develop their knowledge and understanding of the preparation of the service area, and they would also have the opportunity to maintain the various items of equipment needed.

Tutors should introduce learners to the storage and rotation of stock, security issues and the disposal of waste. Where possible, electronic media could be used for this purpose and to encourage a learner-centred approach.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

| Topic and suggested activities                                                                                                                                    |
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| Introduction to unit.                                                                                                                                             |
| Group discussion – hygiene, safety and appearance requirements of a food and drink service business. Complete a personal hygiene checklist.                       |
| Preparing service-area role play. Setting up and maintaining equipment ready for use. Returning equipment to be stored correctly after use and closing area down. |
| Tutor input of stock storage and rotation.                                                                                                                        |
| Preparing the dining area for service. Role play of various table lay-ups and checking that all equipment and menus are available for service.                    |
| Tutor input of correct disposal of waste.                                                                                                                         |
| Role plays of unexpected situations. Teams of learners to plan unexpected situations for the other teams.                                                         |
| Tutor input of security matters followed by role play to include unexpected situations.                                                                           |
| Team discussion of the need to create atmosphere and ambience in the restaurant and using the environmental equipment appropriately for this.                     |
| Tutorial support and feedback.                                                                                                                                    |

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|---------------------------------------|
| <b>Topic and suggested activities</b> |
| Self-initiated learning time.         |

**Assessment**

Tutors should ensure that learners cover all the unit content.

**Essential resources**

Although this is a knowledge-based unit, learners should have access to commercial kitchens and support areas. Learners should be able to see appropriate up-to-date large and small specialist professional equipment in good repair and working order.

Centre libraries should have a selection of contemporary cookery books available for learners to use. The books should cover a wide range of styles and recipes and show how excellent presentation of commodities can be achieved.

**Indicative resource materials**

**Textbooks**

Adjey Z and Hunter G – *Food and Beverage Service S/NVQ Levels 1 and 2* (Cengage Learning, 2009) ISBN 9781408007426

Cousins J, Lillicrap D and Weekes S – *Food and Beverage Service, 8th Edition* (Hodder Education, 2010) ISBN 9781444112504

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

**Journal**

*Caterer and Hotelkeeper* – Reed Business Information

**Websites**

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| <a href="http://www.barkeeper.co.uk/page.asp?menu=190&amp;page=836">www.barkeeper.co.uk/page.asp?menu=190&amp;page=836</a> | Bar Keeper – the resource for hospitality businesses                            |
| <a href="http://www.bha.org.uk">www.bha.org.uk</a>                                                                         | British Hospitality Association                                                 |
| <a href="http://www.caterersearch.com">www.caterersearch.com</a>                                                           | Caterer Search – the complete information source for hospitality                |
| <a href="http://www.catersource.com">www.catersource.com</a>                                                               | Catersource – education, products and news for caterers                         |
| <a href="http://www.cookeryclub.co.uk">www.cookeryclub.co.uk</a>                                                           | Cookery Club – cookery information of the web                                   |
| <a href="http://www.food.gov.uk">www.food.gov.uk</a>                                                                       | Food Standards Agency – safer food, better business                             |
| <a href="http://www.hse.gov.uk/pubns/cais20.pdf">www.hse.gov.uk/pubns/cais20.pdf</a>                                       | Health and Safety Executive – health and safety for waiting staff               |
| <a href="http://www.nhs.uk/Livewell/Goodfood">www.nhs.uk/Livewell/Goodfood</a>                                             | NHS Choices – good food and healthy diet                                        |
| <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>                                                               | People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism |