

Unit 304: Contribute to the guest experience

Sample scheme of work

This sample scheme of work covers both classroom and workshop-based learning for Unit 304. It is based on 3 sessions of 11–15.5 hours, which can be split into 16 lessons of 2–3 hours each, depending on tutor's timetables. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 304 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, with some modification it could be combined with other units to reinforce understanding whilst providing opportunities to apply knowledge to practice in the kitchen environment.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to **worksheets, handouts, activities, questions and PowerPoint presentations** (in

black bold) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen but provide guidance for the tutor as to others they may produce. Delivery timings are given, however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- extension tasks and differentiation, inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education
- use of information learning technology (ILT).

Unit 304: Contribute to the guest experience

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 3 Delivery hours: 40 Venue: _____ Group: _____

Aims <ul style="list-style-type: none"> To appreciate the impact the kitchen has on guest satisfaction To recognise the factors that influence eating and drinking experiences To gain knowledge of the requirements of menu planning to meet guests' needs. 	Learning outcomes: To enable learners to: <ul style="list-style-type: none"> understand the impact of the kitchen and food operations on guest satisfaction understand the factors influencing eating and drinking experiences understand how to plan menus to meet guest requirements.
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Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1 13.5 hours	Learning outcome 1: Understand the impact of the kitchen and food operations on guest satisfaction 1.2 Identify guest expectations	Activities: <ul style="list-style-type: none"> Class discussion to establish what is meant by: <ul style="list-style-type: none"> customer needs customer expectations Individual Activity 1 to produce and implement a questionnaire to identify the expectations of the customers frequenting the centre's restaurant/learner dining facilities. <ul style="list-style-type: none"> analysis of results 	Worksheet 1 Activity 1

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>1.2 Describe types of guest issues that impact on the kitchen and food operations</p> <p>1.3 Describe methods the kitchen can use for gathering satisfaction levels</p> <p>1.4 Explain the benefits of positive guest satisfaction to a professional kitchen</p> <p>1.5 Explain actions that the chef de partie can take to maximise guest satisfaction</p>	<ul style="list-style-type: none"> • Small group activity to share results from questionnaire to establish a list of guest expectations. • Small group Activity 2 to establish guest expectations for a range of establishments, discussing why expectations may vary. • Consolidation of learning and understanding of guest expectations. • Small group Activity 3 to identify the guest issues encountered when preparing and serving food in the centre kitchen/restaurant: <ul style="list-style-type: none"> - why they occur - frequency - impact on the business. • Individual Activity 4 to describe how guest issues can be: <ul style="list-style-type: none"> - prevented - resolved - pre-empted. • Class discussion to share ideas and establish standards for dealing with guest issues. • Class discussion on the gathering guest satisfaction levels. • Small group Activity 5 to identify methods the kitchen team can use for gathering guest satisfaction levels. • Class discussion to establish a definitive list of suitable methods for a kitchen team to use. • Individual activity to describe the best methods to use for gathering satisfaction levels for a range of scenarios with justifications. • Individual Activity 6 to design a questionnaire to be used in the centre restaurant to gather satisfaction levels. 	<p>Activity 2</p> <p>Activity 3</p> <p>Activity 4</p> <p>Activity 5</p> <p>Activity 6</p> <p>Activity 7</p> <p>Activity 8</p> <p>Activity 9</p> <p>Activity 10</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> Individual Activity 7 to practice gathering guest satisfaction levels through verbal feedback when working in the centre kitchen/restaurant. Class activity to discuss the benefits of positive guest satisfaction for: <ul style="list-style-type: none"> - the business - the kitchen team - the customers Individual Activity 8 to analyse guest satisfaction collected in Activities 6/7 identifying the benefits to: <ul style="list-style-type: none"> - the business - the kitchen team - the customers. Small group activity to collate data/feedback received to produce a document to display guest satisfaction levels for a given period Sharing results with peer group. Class discussion on the actions a chef de partie can take to maximise guest satisfaction. Individual Activity 9 to match the actions to be taken to address the data/comments received in Activities 6/7 to maximise satisfaction levels. Individual Activity 10 to suggest ways of maximising satisfaction levels for a range of scenarios. Sharing ideas with peers. Consolidation of learning and understanding of guests' satisfaction levels. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 1 PowerPoint presentation 1 	

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Activity 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 • Handouts 1, 2 and 3 • Worksheet 1 	
<p>2</p> <p>15.5 hours</p>	<p>Learning outcome 2:</p> <p>Understand the factors influencing eating and drinking experiences</p> <p>2.1 Describe the global influences on cuisine</p> <p>2.2 Explain external factors that affect the availability of food commodities</p> <p>2.3 Describe how different trends influence the guest experience</p> <p>2.4 Explain the factors that can influence the guests dining experience</p> <p>2.5 Describe different media influences on guest choices</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Class discussion on the key global influences on cuisine and how they have impacted on different styles of cuisine. • Small group Activity 11 to research and produce a poster presentation on a given country's influence on global cuisine relating to: <ul style="list-style-type: none"> - commodities - etiquette - cooking techniques - menu structure - ingredients. • Small group presentations on global influences for allocated countries to peer groups. Peer assessment of poster presentations. • Individual Activity 12 to identify the impact of global influences in relation to: <ul style="list-style-type: none"> - social media - conscious consumers. • Sharing of ideas with peers to establish the key impacts. • Class discussion on commodities and ingredients that are in short supply/not readily available and why might be. • Small group Activity 13 to establish the external factors that affect the availability of food commodities <ul style="list-style-type: none"> - climate - culture 	<p>Worksheet 2</p> <p>Activity 11</p> <p>Activity 12</p> <p>Activity 13</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> - economy - geographical location. • Sharing of ideas through a class discussion to produce a definitive list. • Individual Activity 14 to identify the impact each of the factors has on food availability and how they can be addressed Presentation of ideas to peers to elicit further discussion and a deeper understanding. • Class discussion to establish the current trends that influence the guest experience. • Small group Activity 15 to research an allocated trend to establish: <ul style="list-style-type: none"> - How it impacts on guests' experiences - How it influences customer choices - Positives and negatives of the trend - How business adapt to the trend • Small group presentations to peer groups to broaden the discussion. • Individual Activity 16 to suggest ways given businesses can adapt to trends. • Class discussion on the meaning of the guests dining experience and how it can be influenced. • Individual Activity 17 to identify the factors that can have an influence on a guests' dining experience. Sharing ideas with peers to establish a definitive list of factors • Individual Activity 18 to consider each factor and how it: <ul style="list-style-type: none"> - influences customers choice - influences customer meal experience - the kitchen impact on the factors. 	<p>Activity 14</p> <p>Activity 15</p> <p>Activity 16</p> <p>Activity 17</p> <p>Activity 18</p> <p>Activity 19</p> <p>Activity 20</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> Sharing of ideas with peers through a class discussion to establish how each factor influences the guest dining experience. Small group Activity 19 to outline how each of the factors can be used in a positive manner to influence the guests' dining experience for a given scenario. Presentation of ideas to peer groups. Class discussion on the different media that influence their own personal choices when dining out/ordering takeaway meal. Small group activity to establish the different media and how they are used to influence customer choice. Sharing ideas with peer groups to produce a definitive list of media used to influence customer choice. Individual Activity 20 to match the media used to influence customer choice for different styles of cuisine. Individual activity to describe how each media are used to influence customer choice for given dining establishments. <p>Resources:</p> <ul style="list-style-type: none"> Lesson plan 2 PowerPoint presentation 2 Activities 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 Handouts 4, 5 and 6 Worksheet 2 	
3 11 hours	Learning outcome 3: Understand how to plan menus to meet guest requirements	<p>Activities:</p> <ul style="list-style-type: none"> Class discussion to identify personal food preferences and any special dietary requirements within the group. How does this impact on dining out? Small group Activity 21 to establish the different: 	Activity 21

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
	<p>3.1 Describe guest food preferences and special dietary requirements</p> <p>3.2 Explain the considerations when planning menus for guests</p> <p>3.3 Explain how to adapt dishes to meet guests' food preferences and dietary requirements</p>	<ul style="list-style-type: none"> - food preferences - special dietary requirements <p>Explaining the differences in the terminology.</p> <ul style="list-style-type: none"> • Small group Activity 22 to define each of the food preferences/special dietary requirements by producing a poster presentation on: <ul style="list-style-type: none"> - the food they can eat - how they can be accommodated. • Presentation of posters to peer groups to share ideas and elicit further class discussion. • Individual Activity 23 to match suitable food/cooking methods to a range of food preference/dietary requirements. • Individual Activity 24 to describe the impacts of the guests' dietary requirements/preferences not being met. • Class discussion on the aims of menu planning, individual experiences, prior knowledge. • Individual Activity 25 – quiz on menu planning. • Small group Activity 26 to identify the factors that need to be considered when planning menus for guests. • Individual Activity 27 to apply each of the considerations identified when planning menus for different scenarios, justifying reasons. • Individual Activity 28 to plan a seasonal menu for an allocated business, taking all the factors into consideration. • Presentation of menus for discussion to assess if all factors had been considered, evaluate outcomes recommending changes required to improve efficiency/customer satisfaction. • Class discussion on adapting menus to meet guests' food preference and dietary requirements, sharing personal experiences/requirements. 	<p>Activity 22</p> <p>Activity 23</p> <p>Activity 24</p> <p>Activity 25</p> <p>Activity 26</p> <p>Activity 27</p> <p>Activity 28</p> <p>Activity 29</p> <p>Activity 30</p> <p>Activity 31</p> <p>Activity 32</p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> • Small group Activity 29 to identify different ways of adapting menus to meet: <ul style="list-style-type: none"> - guest preferences - guest dietary requirements Sharing ideas with peer groups for further discussion. • Individual Activity 30 to suggests ways of adapting given dishes for different dietary requirements. • Individual Activity 31 to explain how given menus can be adapted by: <ul style="list-style-type: none"> - the cooking method - the recipe - alternative ingredients Sharing ideas with peers to establish alternatives and the most cost-effective methods. • Individual Activity 32 to consolidate learning by writing a menu for a given scenario to include: <ul style="list-style-type: none"> - dietary needs are being met - current trends - commodity availability - global influences - planning considerations. <p>Resources:</p> <ul style="list-style-type: none"> • Lesson plan 3 • PowerPoint presentation 3 • Activity 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31 and 32 • Handouts 7, 8, 9, 10 and 11 • Worksheet 3 	