

Module 3: Beyond Cafe Culture # 3 When the Cafe becomes a Restaurant

Overview

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Module description

This module will focus on consolidating the basic knowledge and skills acquired in Modules 1 & 2. Students will investigate the topics of sustainability and environmental considerations in the hospitality Industry. Transferring this knowledge to preparing and presenting products in a hospitality context will be the focus of practical performance tasks. Increasing complexity of understanding and practices of the Hospitality Industry extended to full Restaurant service, including table setting, table service and menu planning (parts of a menu vs café menu). Service will be limited to pre-determined trialed products suitable for service table de hote style.

Time allocation

55

Elective/s	Underpinning factors
<ul style="list-style-type: none"> • Kitchen operations • Beverage operations and service • Food and beverage service 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Applied learning <input type="checkbox"/> Community connections <input type="checkbox"/> Core skills for work <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy

Assessment

Assessment number	Assessment description	Technique and mode	Assessment conditions	Dimensions and objectives
5	<p>Extended Response</p> <p>Sustainability is an imbedded trend on the Hospitality Industry with new products and processes being introduced across many facets of the industry. Leading establishments are taking charge and employing many techniques, skills and products to reduce their footprints.</p> <ul style="list-style-type: none"> Written response <p>What can local HI businesses learn and adapt from larger corporate stake holders and accomplished medium/small scale establishments in the industry about Sustainable practices.</p> <p>Examine how leaders in the hospitality industry are incorporating current best practice to meet sustainability concerns.</p> <p>Analyse relevant techniques, skills and products they use to develop well-reasoned arguments for local HI Businesses to adopt best practice models.</p> <p>Draw conclusions as to the possible success of these recommendations.</p> <p>600 – 1000 words</p>	Extended Response	<ul style="list-style-type: none"> Continuous class time provided 600 - 1000 words 4 weeks 	<ul style="list-style-type: none"> Knowing and understanding Examining and applying Planning and evaluating
6	<p>Project</p> <p>Simulated Event: Restaurant service, including table setting, table service and menu planning (parts of a menu vs café menu). Service will be limited to pre-determined trialled products suitable for service table de hote. Café production and service of food and beverages to customers. Continuous class time provided to develop product and service skills</p>	Project	Exam Block 2 ½ hours	<ul style="list-style-type: none"> Knowing and understanding Examining and applying Planning and evaluating

Assessment number	Assessment description	Technique and mode	Assessment conditions	Dimensions and objectives
	completed in teams. Completed in Exam block time of 2 1/2hours duration.			

Teaching and learning sequence

Notional hours	Core topics		Learning experiences
	Core concepts and ideas	Knowledge, understanding and skills	
55	<p>Hospitality in practice</p> <ul style="list-style-type: none"> • H1 Safe and hygienic work practices underpin production and service in the food and beverage sector • H2 Food and/or beverage production and service skills are the cornerstone of the food and beverage sector • H3 Effective decision-making underpins the planning for and implementation of successful events in hospitality contexts • H4 Products and service are determined by the hospitality context and customer expectations • H5 The event brief is used to plan for the event in a hospitality context • H6 The event brief describes the event to be implemented • H7 Critiquing plans for, and implementation of an event ensures continued quality for future events in hospitality contexts 	<ul style="list-style-type: none"> • Knowing and understanding • Examining and applying • Planning and evaluating 	<p>Group work and discussion</p> <p>Questioning</p> <p>Explaining</p> <p>Research</p> <p>Planning</p> <p>Teacher Demonstration</p> <p>Trialling</p> <p>Evaluating using PMA's</p> <p>Justifying decisions</p>