Food and Hospitality Enterprise

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	FHE215116
COURSE SPAN	2016 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

The food and hospitality sector is dynamic, diverse and creative that has become increasingly important economically in Australian society as one of the largest employers in the country

Through delivering products and services to clients, the sector offers a range of exciting and challenging long-term career opportunities across a range of businesses that are transferrable across sectors and geographic borders. The sectors are also of strategic importance to Tasmania due to the increasing interest in the state's primary produce, niche food and beverage production, growth in tourism combined with trends in increasing numbers of people eating out. An understanding and valuing of the inter-relationship between the hospitality, tourism and niche food product market is pivotal in developing a positive client experience. Food and Hospitality Enterprise Level 2 develops necessary work-related skills, knowledge and dispositions for work in the hospitality industry to inform the selection from a diverse range of further training, study or employment options. The course develops introductory skills in food and beverage production and service and an understanding of the related sectors through planning and implementing hospitality events and devising food products based on local ingredients. The course develops generic work related skills and a knowledge of the nature of the food and hospitality sectors and related sectors in primary production and tourism. In addition, it prepares learners for entry into further vocational and tertiary pathways in hospitality and food innovation sectors that are critical to Tasmania's economic future through strengthening hospitality services and a value-added food sector.

Course Description

Food and Hospitality Enterprise provides a broad overview of the hospitality industry, food enterprise and product development sectors. Skills in preparation, presentation and service of foods and non-alcoholic beverages are developed. Through planning and implementing catering events such as functions and café operations, learners apply food safety and workplace hygiene procedures and use a knowledge of menu planning to meet special dietary needs and consumer expectations.

Food product development processes are investigated through examples of niche food enterprises that value add locally sourced produce. Learners design food products using local ingredients and apply relevant food standards and labelling requirements in the production of their food.

Rationale

The food and hospitality sector is dynamic, diverse and creative that has become increasingly important economically in Australian society as one of the largest employers in the country. Through delivering products and services to clients, the sector offers a range of exciting and challenging long-term career opportunities across a range of businesses that are transferable across sectors and geographic borders.

The sectors are also of strategic importance to Tasmania due to the increasing interest in the state's primary produce, niche food and beverage production, growth in tourism combined with trends in increasing numbers of people eating out. An understanding and valuing of the inter-relationship between the hospitality, tourism and niche food product market is pivotal in developing a positive client experience.

Food and Hospitality Enterprise Level 2 develops necessary work-related skills, knowledge and dispositions for work in the hospitality industry to inform the selection from a diverse range of further training, study or employment options. The course develops introductory skills in food and beverage production and service and an understanding of the related sectors through planning and implementing hospitality events and devising food products based on local ingredients.

The course develops generic work related skills and a knowledge of the nature of the food and hospitality sectors and related sectors in primary production and tourism. In addition, it prepares learners for entry into further vocational and tertiary pathways in hospitality and food innovation sectors that are critical to Tasmania's economic future through strengthening hospitality services and a value-added food sector.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify the dietary needs of clients when planning menus and devising products
2. identify environmental, social, technological and economic factors affecting consumer choices when planning and implementing food and hospitality services and products
3. follow food safety and hygiene procedures to prepare, present, serve and store food and beverages
4. produce and present food and beverages for hospitality events and when developing food products
5. select and use appropriate utensils, equipment and processes to prepare and serve food and beverages to clients
6. outline food and hospitality sectors and their relationship with other industry sectors
7. identify food and hospitality industry expectations and pathways for training and further education
8. plan, implement and appraise hospitality events and product development using an event design brief and identified success criteria
9. communicate with clients and team members using appropriate conventions, protocols and formats
10. work as a member of a team in hospitality events.

Pathways

Food and Hospitality Enterprise provides a foundation to vocational education and training (VET) programs in Hospitality and Kitchen Operations by enabling learners to understand the nature of work in the food and hospitality industry sectors and their relationship with associated sectors such as tourism and primary industries.

Resource Requirements

The delivery of this course requires access to kitchen and dining spaces.

Some specific foods are associated with allergies that may result in anaphylactic reactions.

The Australasian Society of Clinical Immunology and Allergy has published guidelines for prevention of anaphylaxis in schools, preschools and childcare.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Relationship To Other TASC Accredited And Recognised Senior Secondary Course

Food and Hospitality Enterprise provides broad exposure and an introduction to the hospitality industry, food enterprise and product development sectors to enable learners to determine their preferred sector for future training and employment. The course is related to areas not contained within vocational education and training (VET) offerings at senior secondary level including dietary needs, niche food product development and event planning and implementation.

The course builds on the Technologies learning area developed in the Australian Curriculum F – 10 in project management, systems thinking and design thinking. It also focuses on the development of work-related skills within simulated or authentic hospitality settings using skills clusters from the Australian Government's *Core Skills for Work Developmental Framework* including the abilities to communicate, connect and work with others, plan and organise, solve problems and navigate the world of work (see Appendix 2). Therefore the course establishes a basis for further studies and employment in hospitality, including specialisations in food and beverage, cookery, event management or food product development.

Course Content

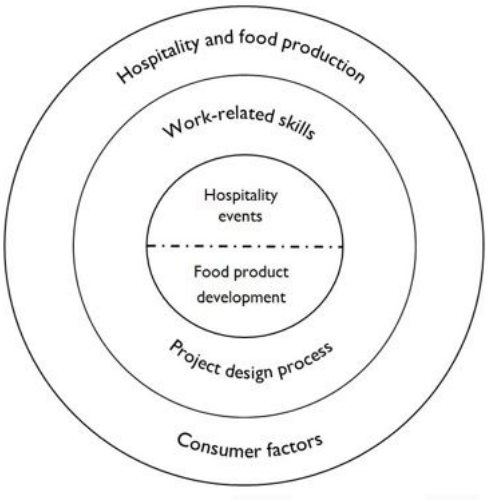
OVERVIEW

Learners undertake a range of practical tasks in contexts related to the operation of hospitality events and the development of food products. Knowledge and skills from two content areas are applied and integrated throughout the course. In these contexts, learners develop capabilities in using the project design process as well as work-related knowledge and skills.

All course components are compulsory. The safety and hygiene section of the Core Area 1 (hospitality and food production systems) will be covered first.

Content components will be integrated in their delivery throughout the duration of the course.

DIAGRAMMATICAL OVERVIEW OF RELATIONSHIP BETWEEN COURSE COMPONENTS



Source: Department of Education (2015)

CONTEXTS

Learners develop knowledge, skills and understanding to create food products and services through **two contexts**:

- hospitality events
- food product development.

Learners must undertake **at least one** actual event in which clients are served in a hospitality context.

CORE AREAS

Learners develop their skills, knowledge and understanding in **two core areas** of content:

Core Area 1: Hospitality and food production systems	Core Area 2: Consumer factors
Safety and hygiene Food and beverage skills in: • production • presentation • service Menu and service styles Food processing	Dietary needs Product and services drivers: • environmental • social • technological • economic

CAPABILITIES

Through practical tasks in these contexts, learners use two approaches to develop **capabilities** in:

- project design processes
- work-related knowledge and skills.

CONTENT DETAILS

CONTEXTS

Learners develop capabilities in using the project design process and work-related skills, as well as knowledge and understanding of the Core Areas through applied learning throughout the duration of the course in two main contexts:

Context 1: Hospitality events

Context 2: Food product development

Context 1: Hospitality events	**INTEGRATED THROUGHOUT COURSE DELIVERY**	
Hospitality events are the authentic real-world settings or venues in which events are implemented, for example, school-based functions, coffee shops, mobile or external catering, restaurants, cafes, takeaway food venues or juice bars. By participating in an event in a hospitality context, learners produce food and/or beverages and provide services for clients, e.g. finger food, breakfast, plated meals, packaged foods, hot and cold beverages, espresso coffee cafe service.		
Planning and implementing events	Events in hospitality contexts should involve teams of learners who conduct a flow of work to develop the knowledge, skills and understanding described in the Core Areas of content and the Capabilities in authentic contexts.	
Actual and simulated events	Events in hospitality contexts can be either actual events or simulated events. Actual events are when clients attend or a service is provided to clients. Simulated events do not require clients to be present.	
The event brief	Events are described through an event brief that outlines the purpose of the event including: • identifying the hospitality context e.g. the purpose, style or setting • client expectations, e.g. client needs • type of menu or service, e.g. à la carte menu, set menu, counter service • resources available, e.g. venue, equipment, budget, time, hygiene and safety regulations.	
Examples of food and beverages	Food and beverages include, but are not limited to:	
	Food: • sauces, dips and dressings • cakes, biscuits and slices • salads and vegetable dishes • rice, pasta and other cereal and grains • oven baked or grilled meat dishes • sandwiches and breads • fruit or cheese platters • appetisers.	Beverages: • introductory espresso coffee • tea • hot chocolate • juices • smoothies • iced beverages • mocktails and punches.

Context 2: Food product development	**INTEGRATED THROUGHOUT COURSE DELIVERY**	
Tasmania's niche food products are profiled to examine processing methods, labelling, marketing and distribution through investigations, case-studies and excursions. Learners address product design briefs and undertake practical food preparation activities to develop food products.		
Product knowledge	Product knowledge and legal requirements including: • food product knowledge (including local Tasmanian foods and products) • food standards and labelling requirements • processing and storage.	
Product development	Food products are developed using trials and taste tests to refine the product. Products are labelled to comply with national Food Standards. Learners may also: • develop a marketing pitch and materials for their product • describe and/or devise a product promotion campaign • test the product with a taste panel.	
The product design brief	Product development requirements are described through the product design brief outlining: • the product development context e.g. the key food products, regional location • client sector and expectations e.g. niche gourmet market, mass distribution • type of food product e.g. preserve, signature dish for restaurant, food festival event dish • resources available e.g. venue, equipment, budget, time, hygiene and safety regulations.	
Examples of products	Products include, but are not limited to:	
	Packaged products: • jams and preserves • sauces • confectionery • fermentation, e.g. ginger beer • cheeses • cordials.	Recipes and dishes with local ingredients: • vegetables • seafood • dairy products • cold climate fruits • specialty meats.

CORE AREAS

Core Area 1: Hospitality and food production systems **(SUGGESTED 40% OF DELIVERY TIME)**
This topic focuses on developing the knowledge, understanding and skills in working with the systems involved in kitchen and/or beverage production and services in the contexts of hospitality events or

food product development.

It involves safe work practices, food and/or beverage production and service skills and devising work plans.

Systems	Knowledge, Understanding and Skills
Safety and hygiene	Food safety and hygiene including: • personal hygiene and presentation standards • food safety, including food safety plans and systems • perishability and storage of food commodities cleaning procedures • relevant legislation and standards: o *Food Act 2003* o Food Standards Code (Food Standards Australia New Zealand) ▪ Standard 1.1.1 Nutrition, Health and Related Claims ▪ Standard 1.2 Food Labelling ▪ Standard 3.2 Food Safety Requirements. Environmental safety work practices including: • identification of hazards and safe handling of potentially dangerous materials (including chemicals) and equipment (including knives and heat) • *Work Health and Safety Act 2011*.
Food and beverage production skills	Skills to produce a variety of food and non-alcoholic beverages including: • identification and use of equipment • preparation of foods and recipes • knife handling including simple cuts • identification and measurement of ingredients • knowledge and preparation of common ingredients as required for menus • use of kitchen equipment: o measuring equipment o knives o utensils, e.g. tongs, spoons, flips, palette knife o large appliances, e.g. ovens, dishwashers o small appliances, e.g. food processors and mixers • temperature control • personal work plans • multi-tasking and concurrent preparation of recipes • real world time constraints in hospitality events or food production • organisation of personal work areas. Planning, working efficiently in a kitchen, recipe selection, resource management, trialling and modifying recipes including: • organisation of group work areas using appropriate systems • work plans.

***Core Area 1*: *Hospitality and food production systems* (cont.)**	
Systems	**Knowledge, Understanding and Skills**
Food and beverage presentation skills	Food and beverage presentation appropriate to context: • general principles of garnishing – size, colour, shape, height • correct temperature • selection of crockery and glassware – correct size and shape • portion control • evaluation of presentation.
Food and beverage service skills	Knowledge of different hospitality contexts, e.g. school functions or events, coffee shop, mobile or external catering, restaurants, cafes, takeaway food venues, local clubs including: • skills to perform food service styles, i.e. café table service, buffet and appetisers • skills in preparing and serving non-alcoholic beverages • planning, working efficiently in service areas, service selection, resource management and modifying services • use and cleaning of service equipment: o urns, kettles, coffee plungers, espresso machines o basic crockery, cutlery, glassware and trays.
Menu and service styles	Styles of menus, e.g. à la carte, set menu, buffet, alternate drop and degustation. Service styles, e.g. table, buffet, café, fast food outlet, external/outdoor events, canteens and stalls.
Food processing	Processing techniques for a range of local food commodities: • processing methods for niche food products • local food production enterprise case-studies.

Core Area 2*: *Consumer factors **(SUGGESTED 20% OF DELIVERY TIME)**	
This topic focuses on developing the knowledge, understanding and skills in considering consumer factors that impact on the design and provision of hospitality events and food products.	
Factor	**Dietry Needs**
Food allergies and intolerances	• incidence and risks • food substitutes and alternatives for common food allergens include cow's milk, egg, peanut, tree nut, wheat, soy, sesame, fish and shellfish • risk management, e.g. client knowledge, accurate food labelling, complete disclosure of food ingredients and possible avenues of cross contamination with allergens • recipe and menu modification and management • labelling of foods.
Dietary preferences and values	• vegetarian, halal, kosher

	• dietary trends • organic.
Health	Application of the Australian Guide to Healthy Eating (NHMRC, 2013) to: • food selection • menu planning • recipe modification.

Factor	Production and Service Drivers
Environmental	• seasonal availability of foods • food sources, e.g. local, interstate and global • consumer values and ethical factors, e.g. sustainability, free-range products, fair trade, locally grown, organic.
Social	• trends in client needs and expectations • contemporary hospitality and food contexts, e.g. loyal client base, coffee culture, health values, client expectations for quality, community clubs, food tourism • demographics, e.g. lifecycle needs • international tourism – cultural expectations and needs • cultural influences on food choice.
Technological	• digital technologies impact on communication, marketing, and hospitality operations, e.g. websites, smart phone and tablet applications, electronic and online ordering systems • hospitality equipment (e.g. combi-cookers, food processors) • point of sale (POS) systems • social media and digital identity.
Economic	• styles of food outlets and restaurants • client segmentation • upselling and loyalty incentives.

CAPABILITIES

Project Design Process ***(SUGGESTED 20% OF DELIVERY TIME)***	
This topic focuses on developing the knowledge, understanding and skills involved in the design process phases used when planning, implementing and reviewing hospitality events and food products. Learners use a design process to support decision-making and problem-solving procedures when undertaking projects in the two contexts. Project planning and implementation requires learners to identify the clients' needs, brainstorm and research possible options, consider options, select an option and reflect on overall success of the option implemented.	
Design Process Phases	**Knowledge, Understanding and Skills**
Investigating and planning	Planning the hospitality event or food product including: • identifying features of the event/product brief • consideration of dietary needs and other consumer factors • success criteria • type of menu, service or product • resources available. Technical, interpersonal and teamwork skills including: • communication, e.g. menus, food labels • trialling, making and justifying decisions for production and service • using financial skills to undertake ordering and portion control • sequencing of tasks, e.g. tasks to be completed prior, during and after the event.
Implementation and production	Implementing the event/product includes carrying out the actual or simulated event by: • solving problems by monitoring and adjusting where necessary • creating and innovating through producing food and/or beverages and serving food and beverages • observing hygiene and safety regulations and sustainable practices • cleaning and closing down procedures.
Review	Reviewing and reflecting on the sequence of tasks and event outcomes against defined success criteria including: • planning and providing reasons for decisions • implementation and outcomes of hospitality event/product including client feedback • reflection on own performance.

Work-Related Knowledge and Skills **(SUGGESTED 20% OF DELIVERY TIME)**	
This topic focuses on developing knowledge, understanding and skills in communication, team work and general attributes required for work in the hospitality sector. This includes interpersonal skills, respect, sensitivity and cross-cultural understanding, required when working with clients and team members; and understanding of the sector and opportunities in relation to career development.	
Capabilities	**Work-Related Skills**

Effective communication and interpersonal skills	• communication skills that reflect employer expectations in hospitality contexts, e.g. communication with team members, using different modes
	• interpersonal skills including:
	  ○ verbal communication, i.e. content and tone
	  ○ nonverbal communication, i.e. body language
	  ○ listening skills, i.e. how verbal and nonverbal messages are interpreted
	• client service procedures, e.g. meeting client expectations, interaction and complaints.

Understand and cater for diversity	• knowledge of needs and expectations of different social and cultural groups • communication and interaction with colleagues and clients from diverse social and cultural backgrounds, e.g. using a variety of verbal and nonverbal communication methods • practices and procedures that may reduce cross-cultural conflict or misunderstandings, e.g. bias and stereotyping, workplace culture of empathy, tolerance and understanding of different cultures.
Team Skills	• individual responsibility and accountability • commitment to team tasks • knowing roles and responsibilities • giving and receiving constructive feedback.

Capabilities	**Sector Knowledge, Expectations and Career Pathways**
Hospitality sector and expectations	Nature of the sector including: • range of services offered in the food and beverage sector of the industry • interrelationships of the food and beverage sectors with other sectors, especially tourism and primary industries • industry protocols and expectations relating to rules, procedures, common practices or expectations, e.g. attendance, dress code, communication with clients and safety. Personal attributes and personal presentation including: • personal attributes, e.g. integrity, initiative, independence, work ethic, code of conduct, service ethos, time management • personal presentation, e.g. personal hygiene and grooming, deportment, speech and manners, dress or uniform requirements. Literacy, e.g. language or verbal communication, reading and writing. Numeracy, e.g. calculations and measuring. Digital skills relevant to production, service and communication, including appropriate use of technology in the workplace.
Career opportunities	• training, education and employment pathways • local case studies • entrepreneurial opportunities for self-employment.

Work Requirements

Project Reports

Learners will document the project design process in **two (2)** written reports including:

- one report relating to Context 1: Hospitality Event
- one report relating to Context 2: Food Product Development.

Activities in which learners have collaborated with other class members may form the basis of a report, however for collaborative projects the individual learners must:

- have contributed to organising the event
- have participated in the implementation of the event
- document their own role and the role of their project partner
- submit their own report.

Each report will document the process undertaken to develop and implement the project plan, outlining the following phases:

Investigating and Planning:

- identification of features of the event/product brief
- consideration of dietary needs and other consumer factors
- success criteria
- type of menu, service or product
- resources available
- communication:
    - menu for the event context
    - food label for food product context
- sequence of tasks, e.g. ordering of ingredients and supplies, time plans, role allocation
- trialling and refining of food product
- client feedback tool.

Implementation and Production:

- skills, systems and processes employed in food and/or beverage production, service and product development
- interpersonal skills used when implementing an event/producing a food product
- adjustments and modifications made during implementation
- explanation of the menu or product
- explanation of food safety and hygiene procedures
- record of food, service or products, including photos/videos of final products and services (e.g. invitations, menus, food labels and/or promotional materials).

Review

- self-evaluation of planning and tasks completed in the event/production process
- summary of client feedback
- recommend future actions to improve performance or products in future events/production.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Food and Hospitality Enterprise Level 2 will be based on the degree to which the learner can:

1. identify dietary needs in hospitality contexts
2. identify consumer factors that impact on hospitality contexts
3. follow food safety and hygiene procedures
4. produce and present food and beverages
5. use food and beverages service skills
6. outline food and hospitality sectors, industry expectations and pathways
7. plan, implement and review hospitality services and products
8. communicate and work with clients and team members

Standards

Criterion 1: identify dietary needs in hospitality contexts

The learner:

Rating A	Rating B	Rating C
identifies foods that are most likely to trigger food allergies and intolerances and identifies a range of food alternatives	identifies foods most likely to trigger food allergies and intolerances and identifies some food alternatives	identifies a limited range of foods likely to trigger food allergies and intolerances and a food alternative
sources information about client food allergy and intolerance, and modifies recipes and menus with an appropriate range of alternatives	sources information about client food allergy and intolerance, and modifies recipes and menus using a limited range of alternatives	sources information about client food allergy and intolerance as directed
describes the dietary requirements of a range of cultural groups* including details of food and preparation requirements	describes the dietary requirements of a range of cultural groups* and preparation requirements	identifies the dietary requirements of a limited range of cultural groups*
uses nutrition guidelines** to select foods for recipes and menus, describing proportions of all foods groups	uses nutrition guidelines** to select foods for recipes and menus, describing proportions of most food groups	uses nutrition guidelines** to select foods for recipes and menus
identifies and includes healthy food options as relevant to context.	identifies and includes some healthy food options as relevant to context.	identifies healthy food options in most of the food groups.

* 'Cultural groups' include Jewish (Kosher), Moslem (Halal), Buddhist (vegetarian)

** 'Nutrition guidelines' refers to the Australian Guide to Healthy Eating (NHMRC, 2013)

Criterion 2: identify consumer factors that impact on hospitality contexts

The learner:

Rating A	Rating B	Rating C
identifies a broad range of local food products and a range of seasonal foods and uses this knowledge when planning and communicating with clients	identifies a range of local food products and a range of seasonal foods and uses this knowledge when planning	identifies a limited range of local food products and seasonal foods
describes a range of possible social factors that influence client needs when planning in hospitality contexts	outlines a range of possible social factors that influence client needs when planning in hospitality contexts	lists possible social factors that influence client needs when planning in hospitality contexts
identifies a wide range of technological and economic factors that impact on hospitality and product development decisions	identifies a range of technological and economic factors that impact on hospitality and product development decisions	identifies a limited range of technological and economic factors that impact on hospitality and product development decisions
meets a range of client needs when designing and planning menus, food products and events and explains reasoning	meets most client needs when designing and planning menus, food products and events	meets client needs when planning menus, food products and events, as directed
identifies and uses a knowledge of consumer factors* to inform planning and effectively implements these to enhance client experience (e.g. meeting needs of aged patrons).	identifies and uses a knowledge of consumer factors* to inform planning and enhance client experience.	identifies a limited range of consumer factors* that may enhance client experience.

* 'Consumer factors' include environmental, social, technological and economic factors

Criterion 3: follow food safety and hygiene procedures

The learner:

Rating A	Rating B	Rating C
consistently follows personal hygiene and presentation requirements for kitchen and front of house activities	follows personal hygiene and presentation requirements for kitchen and front of house activities	follows personal hygiene and presentation requirements for kitchen and front of house activities, as directed
explains a range of causes and prevention of food spoilage and applies appropriate food handling and storage methods in all	describes causes of food spoilage and cross contamination and uses appropriate food handling and storage methods	identifies main causes of food spoilage and cross contamination and outlines essential food handling and storage methods
explains and applies relevant food safety practices when producing and serving food and beverages for others and acts with a high level of awareness of the safety of others	describes and uses relevant food safety practices when producing and serving food and beverages for others	uses relevant food safety practices when producing and serving food and beverages for others, as directed
correctly applies relevant legal requirements* when planning and implementing in hospitality contexts.	adheres to relevant legal requirements* when planning and implementing in hospitality contexts.	adheres to relevant legal requirements* when planning and implementing in hospitality contexts, as directed.

* 'Legal requirements': refer to *Food Act* 2003, *Work Health and Safety Act* 2011 and Food Standards Code

Criterion 4: produce and present food and beverages

The learner:

Rating A	Rating B	Rating C
selects, identifies, uses, cleans and stores a wide range of appropriate utensils and equipment when preparing a range of foods and beverages	selects, identifies, uses, cleans and stores utensils and equipment when preparing a range of foods and beverages	uses, cleans and stores utensils and equipment when preparing a range of foods and beverages
utilises own knowledge and skills to follow and adjust a recipe as necessary	follows a recipe successfully with minimal direction	follows a recipe successfully, as directed
prepares food and non-alcoholic beverages, in a wide range of recipes using appropriate hygiene procedures	prepares food and non-alcoholic beverages, in a range of recipes using appropriate hygiene procedures	prepares food and non-alcoholic beverages, in a limited range of recipes using appropriate hygiene procedures
completes dishes and plates, and presents food appropriately (e.g. without drips and spills) and takes into account visual appeal, colour and contract	completes dishes and plates, and presents food appropriately (e.g. without drips and spills)	completes dishes and plates, and presents foods, as directed

systematically undertakes tests and trials of recipes and processes when designing food products, using feedback to improve final product	undertakes tests and trials of recipes and processes when designing food products to develop the final product	undertakes simple tests and trials when designing food products, as directed
produces food products with appropriate processes and packaging to preserve quality and presentation, using compliant labelling.	produces food products using processes and packaging to preserve quality and presentation using mostly compliant labelling.	produces food products with appropriate processes and packaging, as directed.

Criterion 5: use food and beverages service skills

The learner:

Rating A	Rating B	Rating C
clearly conveys information to clients using correct terminology and an appropriate, warm interactive style*	conveys information to clients using correct terminology and an appropriate interactive style	conveys basic information to clients using some relevant terminology and a generally appropriate interactive style
selects and uses appropriate utensils and equipment to safely serve food and beverage	uses utensils and equipment to safely serve food and beverages	uses utensils and equipment to safely serve food and beverages, as directed
identifies products for service and accurately communicates a wide range of relevant product attributes to clients	identifies products for service and communicates a range of the most relevant product attributes to clients	communicates a limited range of product attributes to clients
liaises with kitchen team during food and beverage service in an accurate and timely manner and consistently monitors work flow and client needs in service area	liaises with kitchen team during food and beverage service and monitors work flow and client needs in service area	liaises with kitchen team during food and beverage service, as directed
correctly follows service procedures and conventions to provide safe and efficient food and beverage service for a range of events.	correctly follows service procedures and conventions to provide safe food and beverages service for events.	follows service procedures to provide safe food and beverage service for events, as directed.

* 'warm interactive style' – see Glossary of Terms Used In Standards

Criterion 6: outline food and hospitality sectors, industry expectations and pathways

The learner:

Rating A	Rating B	Rating C
discusses nature of services and work in a range of food and hospitality industry sectors	outlines nature of services and work in a range of food and hospitality industry sectors	lists services and work in a limited range of food and hospitality industry sectors
describes roles and attributes required of workers in a range of food and hospitality sectors and the inter-relationships between sectors	outlines roles and attributes required of workers in food and hospitality sectors and some of the inter-relationships between sectors	connects roles of workers to a limited range of food and hospitality sectors
reflects on personal work preferences and aptitudes, based on practical experiences and feedback, to review personal goals and formulate new perspectives	uses methods of reflection on personal work preferences and aptitudes, based on practical experiences and feedback, to review personal goals	states personal work preferences and aptitudes based on practical experiences
explains workplace protocols* related to a range of service activities	describes workplace protocols* related to service activities	outlines workplace protocols* directly related to role performed for service activities
identifies and discusses a range of food and hospitality pathways.	identifies and describes food and hospitality pathways.	identifies a limited range of food and hospitality trends.

* 'workplace protocols' relate to rules, procedures, common practices or expectations governing behaviour in a work situation, e.g. attendance, dress code, hygiene and presentation, use of technology and phones, communication with clients.

This criterion links to the Core Skills for Work Developmental Framework: see Appendix 2 for details.

Criterion 7: plan, implement and review hospitality services and products

The learner:

Rating A	Rating B	Rating C
plans hospitality events and food products, integrating a range of appropriate elements*, articulating reasons for their inclusion	plans hospitality events and food products integrating a range of elements*	plans hospitality events and food products including a limited range of elements*, as directed
manages tasks within proposed times by selecting and using strategies to sequence work	performs tasks within proposed times by using strategies to sequence work	performs tasks within proposed times using strategies, as directed
generates a range of ideas to create or plan new products or services using a broad range of stimuli	generates ideas to create or plan new products or services using a range of stimuli	identifies ideas to create or plan new products or services when provided with stimulus
monitors and adjusts plans during implementation to solve problems	implements plans that include solutions to some problems	implements plans, as directed
uses methods of reflection to appraise plans, implementation and own performance against success criteria and makes relevant recommendations that inform future actions	uses methods of reflection to appraise plans, implementation and own performance against success criteria and makes some recommendations for future actions	uses methods of reflection to review plans, implementation and own performance and makes limited suggestions for improvements
identifies sources of information and correctly uses referencing/citation techniques.	identifies sources of information and uses referencing/citation techniques.	identifies sources of information as directed.

* 'range of elements' are those listed in the planning phase of the product design process outlined on page 10, including: the dietary and consumer factors; success criteria; type of product and service: resources; sequencing of production.

This criterion links to the Core Skills for Work Developmental Framework: see Appendix 2 for details.

Criterion 8: communicate and work with clients and team members

The learner:

Rating A	Rating B	Rating C
uses language, tone and non-verbal behaviours that are appropriate in a range of contexts	uses language, tone and non-verbal behaviours that are appropriate in most contexts	uses language, tone and non-verbal behaviours that are appropriate in a limited range of contexts
listens, responds and accurately conveys information, seeking clarification when necessary	listens, responds and conveys information, seeking clarification when necessary	listens, responds and conveys information in a limited range of contexts
uses communication devices* to appropriately communicate, consistently adhering to established protocols and safety procedures	uses communication devices* to communicate adhering to established protocols and safety procedures	uses communication devices* in accordance with established protocols and safety procedures, as directed
produces a well-structured written report on the projects completed in each context, using appropriate terminology and formats	produces a structured written report on projects completed in each context, using appropriate terminology and formats	produces a written report on projects completed in each context, using some relevant terminology and formats
identifies and appropriately responds to diversity ** in a range of contexts	recognises and appropriately responds to diversity** in most contexts	identifies diversity** and responds by generally adhering to communication protocols
assigns, describes and correctly identifies the roles and responsibilities in relation to other members of the team	correctly identifies the roles and responsibilities in relation to other members of the team	identifies own role in relation to other members of the team
performs roles in teams that align with defined responsibilities and uses initiative to link with other teams.	performs roles in teams that align with defined responsibilities and links with other teams, as required.	performs roles in teams, as directed.

* 'communication devices' include mobile phones, tablets, social media and other digital technologies

** 'diversity' – see Appendix 1: Glossary of Course Terminology

This criterion links to the Core Skills for Work Developmental Framework: see Appendix 2 for details.

Glossary Of Terms Used In Standards

Term	Explanation
Apply	use or employ knowledge and skills in a particular situation
Appraise	to assess the worth, value, or quality of
Assess	make a judgement about, to rate, weigh up, to form an opinion
Basic	essential or elementary
Clear	easy to understand, fully intelligible, without ambiguity; explicit
Consider	formed after careful thought
Decision	a choice or determination formed following the consideration of alternatives
Describe	recount, comment on, and provide an account of characteristics or features
Develop	construct, elaborate or expand on an opinion or idea
Discuss	talk or write about a topic, taking into account different issues and ideas
Explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
Information	knowledge or data gained from primary and secondary sources
Interpret	explain the meaning of information or actions
Justify	provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
Organise	systematically order and arrange
Outline	give the main features or aspects of
Process	a system of rules or principles for conducting activities
Range	a number of different things of the same general type; breadth
Recommendation	a proposal for an appropriate course of action
Relationship	the connection or association between ideas, information or components of concepts and theories
Relevant	applicable and pertinent
Select	choose in preference to another or others
Simple	easy to understand and deal with; involving few elements, components or steps; obvious data or outcomes; may concern a single or basic aspect; limited or no relationships
Structured	organised and arranged in order
Systematic	methodical, organised and logical
Terminology	a word, phrase, name or expression used in a specialised field of knowledge
Warm interactive style	in food and beverage service settings, engages with clients in a friendly and welcoming manner, e.g. smiling and attentive to client needs

Qualifications Available

Food and Hospitality Enterprise Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in Food and Hospitality Enterprise Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of the Tasmanian Hospitality Association in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2025.

Version History

Version 1 – Accredited on 18 June 2015 for use from 1 January 2016 until 31 December 2020.

Version 1.a - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

Appendix 1

GLOSSARY OF COURSE TERMINOLOGY

Term	Explanation
Appraise	to assess the worth, value, or quality of
Authentic	genuine
Clear	without ambiguity; explicit
Clearly	plainly and openly, without ambiguity
Client expectations	the needs, wants, and preconceived ideas of a client about a product and/or service for an event in a hospitality context
Considered	thought about deliberately with a purpose
Contexts	in this course there are two contexts in which learners apply their knowledge, skills and understanding including; Context 1: Hospitality Events and Context 2: Food Product Development
Diversity	exhibiting variety or difference: in work contexts, the term is used to collectively describe differences based on gender, ethnic, sexual orientation, religious or cultural background, age, physical ability, beliefs and personal preferences (Australian Government, Core Skills for Work, p. 34)
Efficient	proficient and useful
Event	an event, in a hospitality context, can be either an actual event or simulated event; an actual event is one that clients attend, a simulated event does not require clients to be present
Industry protocols and expectations	rules, procedures, common practices or expectations governing behaviour in a work situation and are detailed in policy and procedure manuals, e.g. attendance, dress code, use of technology and phones, communication with clients and safety
Interpersonal skills	the social skills, people skills, and communication skills required to interact with clients and colleagues; may include: • verbal communication, i.e. what and how we say something • nonverbal communication, i.e. body language • listening skills, i.e. how we interpret both the verbal and nonverbal messages sent by others • negotiation, i.e. working with others to find a mutually agreeable outcome • problem solving, i.e. working with others to identify, define and solve problems

Glossary of Course Terminology (cont.)

Term	Explanation
Personal attributes	the attributes that contribute to overall employability: loyalty and reliability, common sense, motivation, resilience (ability to deal with pressure; positive self-esteem; adaptability), commitment, enthusiasm, a balanced attitude to work and home life, honesty and integrity, personal presentation, a sense of humour
Procedures	for the purpose of this syllabus, procedures are particular courses of action used in food and beverage production and services and the food and beverage sector; procedures may include food safety procedures; learners are required to describe and apply procedures to make decisions to produce food and beverage products and services
Production skills	the essential technical skills required to prepare the food and beverages for the event; may include: prepare food and/or beverage for the service period, interact with colleagues to fill orders, plate food and/or beverage orders, clean and close down the production area, e.g. kitchen, bar, coffee van
Sequence of tasks	tasks are the duties and responsibilities required to be completed in a sequence; may include: standardised recipes, portion control, financial considerations, requisition lists, presentation and plating requirements, restaurant setup and decor, promotion, number of covers, reservation list, seating allocation; a sequence of tasks is used to organise the range of different tasks required to be completed before and during the implementation of an event in a hospitality context schools may use their own sequence of tasks documents, i.e. run sheets, task sheets, tasks for the day and duty rosters a sequence of tasks should provide evidence of safe, hygienic and sustainable, efficient and effective work practices
Service skills	the essential technical skills required for service at the event in a hospitality context; may include: prepare the event venue for the service period, prepare for food and beverage service, interact with clients, welcome and advise clients, take and process orders, serve and clear food and beverages, clear tables, complete end of service tasks and close down the event venue

Appendix 2

LINKS WITH CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK

The course provides opportunities to develop core non-technical skills that have been identified by Australian employers as important for successful participation in work as identified in the *Core Skills for Work* (CSfW) Developmental Framework (Australian Government, 2013).

Criterion 6, 7 and 8 link with CSfW novice and advanced beginner stages of performance in the developmental framework.

Course Criteria	***Core Skills for Work***	
6	***Skill Cluster 1: Navigating the world of work***	Manage career and work life: • identify work options. Work with roles, rights and protocols: • recognise and respond to protocols.
7	***Skill Cluster 2: Interact with others***	Communicate for work: • respond to communication systems, practices and protocols • speak and listen • understand, interpret and act • get the message across. Connect and work with others: • understand self • build rapport • cooperate and collaborate. Recognise and utilise diverse perspectives: • recognise different perspectives • respond to and utilise diverse perspectives.
	Skill Cluster 3: Get the work done	Plan and organise: • plan and organise workload and commitments • plan and implement tasks. Identify and solve problems: • identify problems • apply problem-solving processes. Create and innovate: • recognise opportunities to develop and apply new ideas • generate ideas • select ideas for implementation. Work in a digital world: • use digitally based technologies and systems • connect with others • access, organise, and present information.

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