

National Unit Specification: general information

UNIT	Beverage Product Knowledge (Higher)
NUMBER	D297 12
COURSE	Hospitality - Food and Drink Service (Higher)

SUMMARY

On successful completion of this unit, the candidate should be competent in describing a range of alcoholic and non-alcoholic beverages by type and style in a simple context.

OUTCOMES

- 1 Demonstrate knowledge and understanding of wines by style and country of production.
- 2 Demonstrate knowledge and understanding of spirits and liqueurs by type and country of origin.
- 3 Demonstrate knowledge and understanding of beers and ciders by style and base production materials.
- 4 Demonstrate knowledge and understanding of hot and cold non-alcoholic beverages.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained:

- Hospitality: General Operations at Intermediate level 2
- Home Economics: Health and Food Technology at Intermediate 2
- other appropriate food service-related units, or
- equivalent industrial experience

Administrative Information

Superclass:	NB
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National Unit Specification: general information (cont)

UNIT Beverage Product Knowledge (Higher)

Candidates under 18 years may be restricted to non-alcoholic beverage service.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Beverage Product Knowledge (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of wines by style and country of production.

Performance criteria

- (a) Main countries which produce wines are identified correctly.
- (b) The sequence of production for wines is described correctly.
- (c) The factors influencing the character of wines are identified correctly.
- (d) The methods of production of liqueur/fortified wines are identified correctly.

Evidence requirements

Responses to questions should demonstrate secure grasp of knowledge and understanding of the following:

At least 10 wine producing countries should be identified.

Influencing factors

- grape variety
- climate
- soil
- viticulture
- vinification
- luck of year

Styles of wine

- Red, white, rosé
- Sweet, medium, dry
- Still, sparkling

Fortified/Liqueur wines

- Sherry
- Port
- Aromatised Wine

Sequence of production

The sequence of production for different types of wine should be studied; for full details, see the support notes.

Grape varieties

A range of grape varieties should be covered; for full details, see the support notes.

National Unit Specification: statement of standards (cont)

UNIT Beverage Product Knowledge (Higher)

OUTCOME 2

Demonstrate knowledge and understanding of spirits and liqueurs by type and country of origin.

Performance criteria

- (a) The main countries/regions which produce exported spirits which are significant in the UK market are identified correctly.
- (b) The types of spirits and their methods of distillation are described correctly with their typical alcoholic strength.
- (c) Spirits and liqueurs are identified correctly by base materials.

Evidence requirements

Evidence should be provided demonstrating secure grasp of knowledge and understanding of spirits and liqueurs. This should include the following:

Main countries/regions

Scotland, Ireland, France, England, U.S.A., Caribbean, Russia.

Types of spirits

Whisky, whiskey, gin, vodka, brandy, rum.

Types of liqueurs

Herb, bean/kernel, fruit, cream.

OUTCOME 3

Demonstrate knowledge and understanding of beers and ciders by style and base production materials.

Performance criteria

- (a) The main styles of beer and cider and their typical alcoholic strengths are identified correctly.
- (b) The base production materials and sequence of production for beers and ciders are explained in detail.

Evidence requirements

Evidence should be provided demonstrating secure grasp of knowledge and understanding of beers and ciders. This should include the following:

Styles of beer

Lagers, ales, stouts, low alcohol, real ale.

Production materials

Malted barley, apples.

National Unit Specification: statement of standards (cont)

UNIT Beverage Product Knowledge (Higher)

OUTCOME 4

Demonstrate knowledge and understanding of hot and cold non-alcoholic beverages.

Performance criteria

- (a) The characteristics of frequently served hot and cold non-alcoholic beverages are described accurately.
- (b) The main production methods of hot and cold non-alcoholic beverages are described correctly.
- (c) The storage requirements of hot and cold non-alcoholic beverages are described correctly.

Evidence requirements

Evidence should be provided demonstrating a secure grasp of knowledge and understanding of characteristics, production methods and storage of hot and cold non-alcoholic beverages.

This should include:

Cold non-alcoholic beverages:

- carbonated, flavoured drinks
- fruit juice
- mineral water
- low and de-alcoholised wine, beer and cider

Hot non-alcoholic beverages:

- coffee - filtered, espresso, instant (including decaffeinated)
- infusions - tea leaves, bags, fruit and herbal infusion
- hot chocolate
- hot milk products

National Unit Specification: support notes

UNIT Beverage Product Knowledge (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates should be conversant with the following:

The production sequence for wines

White wines: pressing, fermentation control, fining, maturation and bottling

Red/rosé wines: crushing, fermentation control, fining, maturation and bottling

Sparkling: traditional method, closed vat, CO₂ injection.

The main wine producing countries of France, Spain, Italy, Germany, Portugal, Australia, U.S.A., Bulgaria, Chile, Argentina, New Zealand, South Africa and Hungary, with their related grapes should be covered.

Cold non-alcoholic beverages

The range of cold beverages studied should include:

- carbonated, flavoured drinks
- fruit juice
- mineral water
- low and de-alcoholised wine, beer and cider

Hot non-alcoholic beverages

The range of hot beverages studied should include:

- coffee - filtered or espresso
- coffee - instant or decaffeinated
- infusions - fruit or herbal
- tea leaves and tea bags
- hot chocolate
- hot milk products

Stillroom equipment

It is understood that the range of equipment will vary from centre to centre, but candidates should be familiar with the operation of the following:

Coffee: still set; pour-on filter machine; espresso machine; cafetière; percolator.

Tea: still set; hot water urn; kettle.

National Unit Specification: support notes (cont)

UNIT Beverage Product Knowledge (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be beneficial if candidates were given the opportunity of visiting a whisky distillery and/or a brewery to view the production processes.

Candidates should become familiar with the leading brand names which may be requested by customers and these may be incorporated into assessment items without prejudice. It is not appropriate at this level that regional characteristics should be identified.

Knowledge and understanding related to outcomes 1–4 should be acquired in an integrated way, and candidates may find it useful to maintain a log book in which they file sources of information they have gathered throughout the unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

An end-of-unit test may be used to assess knowledge and understanding related to Outcomes 1-4. Questions should enable extended response.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).